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The National Parent-Teacher Magazine

NOVEMBER 1929

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From a drawing by Caroline Thurber

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ANGELO PATRI

Lover of Children—Friend of Parents

The Parent-Teacher Association

BY ANGELO PATRI *

THERE is that associated in my mind with the words parent-teacher association that makes a glow of gladness and a throb of gratitude stir my heart.

One day I took charge of a new school. It stood on the edge of a lovely little park, but on the other three sides of it were the unlovely tenement houses that shelter so many of the brave little scholars, staunch little crusaders who rise above the darkness and grime and stench of the city apartment homes and become fine citizens in spite of them.

There was a hollow in front of the school, and the park men were filling it in with garbage, ashes, old bed-springs, rusty boilers, twisted old shoes and flapping papers. I stood gazing at the distressful mess and planning to make a beauty spot of it when a little woman stopped beside me and said, "Isn't it a shame to make such a thing in front of a school and let our children look at it every day? See, there is even a dead cat. Why doesn't the principal make them clean it up?"

"He will if you'll help him," said I. "Have you children in the school?"

"No. I lost the only one I had, but that makes me want to clean that place up all the harder." So right there we organized the parent-teacher association.

Soon there was a smoothly rolled playground, with swings and slides and a track and a baseball diamond and the other things children like, in the place where the dump used to be.

And an outdoor room appeared on the balcony overlooking the park, and every day the pale-faced children who could not keep up with the ruddy-cheeked ones studied and rested and slept and lunched there.

Things inside the school began to move faster and much more smoothly. If a child needed glasses he got them. If he needed bathing and fresh clothing he was promptly attended to. Did a child absent himself from school and elude the attendance officer he was brought to school. The thing that had been keeping him home had been lifted out of his way.

The fathers came along to help. Fathers are a great help. They planned and executed the activities that put the money in the treasury, and the mothers spent it gleefully.

The school and the home had become in reality what they had always been theoretically, partners. They lifted the load together and found it had become as light as a smile.

I know that parent-teacher associations will arrive at whatever destination they have in mind. Parents and teachers are a combination that cannot be beaten. With them the schools cannot fail.

* Author of "The Schoolmaster of a Great City" (Macmillan, N. Y.), "Child Training" (Appleton, N. Y.), and many other books.



SARAH BYRD ASKEW, *National Chairman,
Committee on Children's Reading*

SOME children are born readers; some we must train in the love and appreciation of the written word, for books are not only aids but necessities for a full and happy life.

Through reading we awaken the children's senses, increase their capacity for enjoyment, make them more contented, give them eyes that see, ears that hear, the capacity to think, food for ideas, and a never-ending source of pure fun.

We cannot kindle a fire from a dead coal and therefore we ourselves must appreciate that "books and reading are by far the greatest and most accessible source of information, recreation and inspiration we have," and learn to love the best before we can pass it on. Therefore a great part of this outline is for parents and teachers.

In former years our Book Week program has dealt with generalities. This year the suggested programs will deal more with groups of books.

We ask that each parent-teacher association have a Book Week program, and if possible have a book program once a year. Some programs follow:

Programs and

BY SARAH BYRD ASKEW

"If morning skies,
Books and my food, and summer rain
Knocked on my sullen heart in vain;—
Lord, thy most pointed pleasure take
And stab my spirit broad awake.—*Stevenson.*

Program A

Children and Poetry.

Why poetry?

"A streak of the poetic is the saving grace in otherwise practical people, and it is something to be devoutly thankful for that most people are so streaked. Boys are mostly the hopelessly practical people who are interested only in arriving at some smug little goal without any inclination to live on the way." Shelley has said that a man to be greatly good must imagine intensively and comprehensively, and the pains and pleasures of the species must become his own. The great instrument for moral good is imagination; and poetry administers to the effect by acting upon the cause. Poetry liberates the soul so that "upon the airs of heaven it may ride."

Song (some famous poem for children set to music).

Poems of Home.

Discussion of various poems of home led by a ten minute paper.

Reading: "Great Lover," by Rupert Brooke.

"These I have loved;

White plates and cups, clean gleaming."

Poems of Nature.

Discussion of various nature poems led by a ten minute paper.

Reading: "The Wonderful World," by Rands.

Poems of Childhood.

Discussion of various poems of childhood led by a ten minute paper.

Reading: "Reeds of Innocence," by Blake.

Poetry children love: Mother Goose

Outlines On Children's Reading

jingles; Rosetti's "Sing-Song;" Stevenson's "Child's Garden of Verse;" Milne's "When We Were Very Young;" De La Mare's "A Child's Day;" story poems; heroic ballads.

Exhibition of best collections of poetry for children and best books of poetry by individual authors.

Program B

Something Stirring Beyond the Ranges.

Song: "Oh! Susanna."

Short paper: "The Covered Wagon," giving story of our migrations "beyond the ranges."

Discussion of books and stories about such pioneers as Daniel Boone, Lewis and Clarke, Marcus Whitman, David Crockett, including such as "The Oregon Trail" and "Young Trailers."

Reading: "Land of Story Books," by Stevenson.

Exhibition of books on pioneer life and lives of explorers and pioneers.

Program C

Great Adventurers.

"The man who never turns his back but moves breast forward 'to do or die'—the man who conquers and overcomes in the face of heaviest odds . . . that is the spirit of which great manhood is made."

Paper: "What the great adventurers have done for the world." (ten minutes)

Discussion of books about such men as: Lawrence of Arabia, Henry M. Stanley, Marco Polo, Captain Cook, Lindbergh, Lieut.-Commander Byrd.

Reading: "The Foreloper," by Kipling.
Exhibition of books of lives and travels of great adventurers and stories of great adventures.

Program D

Greater Love Than This Hath No Man.

"Bid our boys and girls fill their hearts

November, 1929

with visions fair and know that they are inheritors of mighty things."

Paper: "Those who have lived, served and died for country."

Discussion of books, poems and stories about Arnold Von Winklereid, Joan of Arc, Nathan Hale, Lincoln, Kitchener, Sobieski and many other heroes of liberty and country who have died for their cause.

Reading: "How Sleep the Brave," by Collins.

Exhibition of books of lives and stories of such people.

Program E

Eyes to See—Ears to Hear.

"We are the music makers

And we are the dreamer of dreams."

—O'Shaughnessy.

Music.

Paper: "Stories of pictures and their makers," Joan of Arc, Princes in the Tower, etc.

Paper: "Stories of Great Musicians."

Readings from "Pan, the Piper."

Discussion of "How to show pictures to children"—"Stories pictures tell"—"Magic pictures of long ago"—"Alice



The Tie that Binds

CHILD WELFARE

in *Orchestra*—"Prince Melody in Music Land," and other books.

Reading: "To the Muses," by Blake.

Music.

Exhibition of books and stories about music and art. Also of the pictures discussed.

Program F

Journeys in Strange Lands.

"I am fevered with the sunset
I am fretful with the bay
For the wander-thirst is on me
And my soul is in Cathay."—*Hovey*.

Paper: "Fireside travels to many lands."
(fifteen minutes)

Discussion of such books as: "Kim;"
"Where Strange Trails Go Down;"
"Jungle Roads;" "Epic of Mount
Everest;" "David Goes to Green-
land;" "Two Years Before the Mast."

Reading: "Wander-Lovers," by Hovey.

Paper: "The pleasure that reading has
added to my travels." (fifteen minutes)

Exhibition of various good books of travel,
fictitious and real, for boys and girls
and of various books of history and
story that would give added pleasure
to travel.

*To bring the subject of children's books
before the community and to get the boys
and girls interested, the following sugges-
tions are made, to be used in addition to
those made in former years.*

Children's individual activities.

Essays—

What I like best in a book
The best book I ever read
The kind of books I would like to own
How I choose which books to read
Book people I remember best
Are the old books better than the new?
How reading gives me pleasure in
other things
Books boys read, or books girls read.

Posters—

My favorite book
Make reading fun
Come and read
Why not read
Books in the home
Books in the school
Books and a library
Posters for exhibits and parties.

Guessing contests—

Book anagrams
Who said that?
What book character stands for certain
outstanding traits—
Such as, servility (Uriah Heep);
purity (Galahad); patriotism (Joan
of Arc).

For further suggestions see *CHILD
WELFARE, October, 1926, 1927, and
1928.*



Hunterdon County Library, New Jersey



Story-Telling on the Lawn

EXHIBITS

We have found that the different stores are willing to lend articles for exhibits, and store windows are gladly contributed if credit is given. Exhibits and community activities should be tied up with children's activities in school and home.

For show windows or halls:

(a) Journeys through the world.

A home-made book map of the world with the books themselves connected by bright ribbons.

(b) Your land and my land.

Map of America.

Display of children's books giving history, travel, lives of great people, stories, and government of United States. A few good pictures on the sides add very much to this, and two or three dolls picturesquely dressed as the Puritan Maid; a girl of old Virginia; a cowboy; and an Indian give the exhibit added interest.

(c) Fireside travels.

A little electric train on a circular track, engine labelled "Book Express," pulling cars labelled "Golden West;" "Far East;" "American

Adventures;" "Darkest Africa;" with the books grouped in the center.

(d) Best book folks.

Lives of the greatest and best of real people, and stories with the finest characters in fiction illustrated with pictures. The queerer the mixture the greater the appeal—"Galahad" and "Theodore Roosevelt;" "Lorna Doone" and "Alice Freeman Palmer;" "De Soto" and "Lindbergh." An automatic machine that shows slides of characters, scenes from books, and people adds very much to such an exhibit.

(e) Children of many lands.

Pictures of children of many lands with dolls dressed as children of many nations, with books of stories of children of as many different lands as possible.

(f) Book jackets.

Book jackets designed by the boys and girls for books they were reading for reports, with "Blurbs" written by them to interest the passerby in the book. Below the jackets the books themselves are exhibited.

CRYSTAL GAZING

BY CHRISTINE PARK HANKINSON



In far horizon a misty gray;
The southern sun on his homeward way;
Cotton bolls opening, row on row,
Like driven snow;
But I see neither to left nor right.
Beauty of landscape is lost to my sight.

My boy . . . just six . . . in his infancy
To me!

New shoes, and cap, and pencil trim,
And tablet gay, to suit his whim,
And joy of spirit all the while
A-bubbling through his baby smile.

Oh, I am poor as men count gold,
But a Cræsus' wealth in my son I hold.



He's away! That baby of tender years!
You ask "To what?" and "Why those tears?"
Huge tasks are facing that boy of mine.
Precept on precept, and line upon line,
Until, when the count of the years has been made,
The problems all mastered, the lessons all said,
When units are counted, and totals are read,
With a heart wherein kindness and goodness dwell,
And a soul that is fair as the immortelle,
I shall hope he'll begin in another grade,
On the problems of life; clear-thinking and bold
For the just and the right; with an urge to begin,
And with courage to battle, and faith to win;
And but one and a score years old.

Then what care I for the scroll of fame,
Or whether or not it carry my name?



Then a picture . . . I see it . . . a man full grown—
Though his name to many is scarcely known.
It would seem he is doing a kindly deed
In sympathy, answering human need;
Striving with zeal to set right the wrong;
Taking good with the bad as he goes along.

That tear in my eye? Ah, well, you see,
I'm crystal gazing at things to be!

I see yet again . . . a man grown old
In years that have passed as a tale that is told.
At duty's post! And all the while
A song on his lips, in his heart a smile.

That tear in my eye is a crystal of joy
That dims to my sight all else but the boy!



The Fifth Right

To Be Taught the

Elements of Hygiene and Health

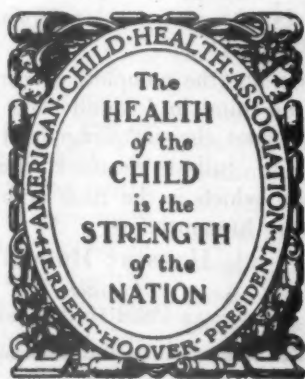
BY THE HEALTH EDUCATION DIVISION
American Child Health Association

WE can imagine a child who has been born into the world under conditions that give him the best possible start in life, who has always lived in hygienic surroundings, who every day of his life has been properly fed, who has been protected from the more dangerous diseases of childhood, who has been examined regularly by a skilled pediatrician and has had any defects found promptly remedied. Such a child, the object of so much skilled and loving care, must surely now be safely launched on the sea of life. That is true; nevertheless, the voyage is still before him, and as pilot of his own barque he needs to be versed in navigation. In other words, in order to complete his equipment for the fullest physical life he must be given knowledge of how to protect and promote his own health. This is his final right in regard to the health of his body.

Learning by Doing

In the last quarter of a century there has been a revolution in educational thought, a shifting of the emphasis from mere knowledge to activity. "Learning by doing" is now the watchword of all education. This holds true in health and character education, which, far from being distinct subjects, permeate all education and all life's activities.

If we accept learning by doing as our watchword it follows that the most fundamental teaching of the health educator (be



he teacher in the school or parent in the home) comes through life and not through talking or discussion. It is something to be actually lived—the thing itself, to which all aims of instruction are subsidiary.

In all phases of education we are becoming more and more careful that children shall get the right attitude toward knowledge and abilities. Children do not learn one thing at a time; every study suggests thought along allied but different channels, and every study has, as an undercurrent in the child's mind, his inner response to it; he is thinking, "This is interesting after all," or "What's the good of all this stuff," or "I did that pretty well." One can imagine a child's having to learn the multiplication table, and doing so successfully, but having the task presented to him in such a way that at the same time he is building up a distaste for figures that may have an unfortunate effect on his habits of later years, even influencing his management of his finances, and resulting in a very concrete disadvantage.

The importance of building attitudes is true to the limit in health education, because of what use is it if a child knows everything and yet does not guide his activities accordingly? That health educator is in line with the best educational thought of the day who makes *right desire* the very heart of his aim.

To teach a child to love the ways of health is not after all so difficult when we consider that the things we want the child to do are those which bring physical and mental well-being in their train; and this sense of well-being, though not always immediate, is all on our side.

To take, for example, habits of personal cleanliness—not always natural or welcome to the small boy: observation of the ways of animals—the cat

licking her kittens, the bird preening its feathers, the monkey delousing her offspring—may go far toward convincing him that keeping clean is a universal law and not merely a tiresome custom. Thus the laws of the Cosmos are on our side.

This matter of instruction in the elements of hygiene and health cannot be separated from those other "rights" of childhood, such as the right to medical attention or to a healthful environment, which have already been discussed. Our ideal represents a living and organic whole—not a series of logical propositions.

Modern educators are realizing this and are aiming to give the school child an opportunity for *healthful living*. Therefore, the hygiene of the school is of great importance: the ventilation, the washing facilities, the mental poise of the teacher, and a schedule of school work which permits of the formation of right habits—mental as well as physical. The schedule may aid the children in forming habits of concentration and also develop the ability to throw off concentrated

The Child's Bill of Rights

THE ideal to which we should strive is that there shall be no child in America:

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being.

HERBERT HOOVER

President

American Child Health Association

effort when the time comes and turn easily to recreational activities—an ability most valuable in adult life. Beauty inside the school and in the school grounds makes its contribution to mental hygiene. And this investment in beauty and serenity is wholly practical, although some shortsighted school boards have not yet realized it.

When we consider the large percentage of hospital beds in the country filled by nervous or mental

cases, we realize the importance in a health program of all those things which develop in the children a sound mind along with a sound body.

The Force of Example

No amount of formal discussion and no acquisition of facts can compensate for the lack of a right example or a right attitude on the part of parent or teacher. We teach more effectively by example and by conviction than by words. How can a teacher who is herself a personification of what not to do, or to be, successfully inculcate health habits and health enthusiasm in children? She has no real conviction and this will make itself felt in spite of all she may say.

How can a mother who is nervous and irritable, who nags instead of training, who shouts to maintain her authority, develop in her children the mental poise and emotional stability which in her heart she desires for them? It cannot be said too often or too strongly that "children are symptoms of their environment."



The Miniature Gymnasium, Pre-School Laboratory, Iowa University

Definite Instruction in Health Facts

We have emphasized hitherto the importance of learning health by practice, and of example. Yet we firmly believe there has been no time in the history of the world when children and young people were more desperately in need of plain instruction in the facts regarding the essentials of healthy living. This is so because of the rapidly changing conditions under which we live. More and more people are living in cities; the cities are growing—skyward as well as countryward—and men no longer have direct contact with the soil and the products of the soil. There is no longer a local tradition, built on the accumulated experience of the neighborhood, that serves as a guide in selecting the best type of food to be eaten, the best kind of house to build, or the best kind of recreation.

In the world of today there are constantly new problems coming up to which tradition gives no clue. Old rules and customs no longer apply. Once we got our milk from the neighbor's cow, carrying it home freshly milked; now our milk comes from a long distance and it behooves us to know whether it is clean and safe. Once our children played in the vacant lot nearby; and now there is no vacant lot and someone must provide a playground for them or they must play in the street. Once we ate the fruits of the soil in their season; now we have the world's products to choose from, and new foodstuffs—some of them synthetic—appear daily. In addition, there is an avalanche of

commercial advertising, much of it most attractive and convincing, which is intended to create a desire for a thousand different articles. Health suggestions abound in this advertising—some of them legitimate, others insidious and questionable.

In the face of such conditions, a "set of health rules" is an insufficient equipment. We need to know the scientific facts back of the rules, so that we may adapt them to our changing needs. We need to learn to discriminate between statements, weighing the authority behind each; to discriminate between the "sure cure" offered by the quack and the medical advice which takes into consideration all the facts of the case.

This means that health education in the schools is not to be limited to those subjects—whose importance we have no wish to minimize—which the teacher takes up in the regular period devoted to hygiene, or incidentally at other times. It means that, in addition, every child in this democracy should have a thorough grounding in elementary science. The most important end to be achieved through such teaching is that the child should have a respect for scientific truth and a knowledge that there are certain immutable principles involved in his elementary study of chemistry, biology, and physics. This ingrained respect will lead him always to choose his authority with the greatest care, and the habitual question in his mind will be, "By whose authority is this statement made?"



Early Scientific Experiments in a Pre-School Laboratory

It may be asked, is the elementary school child to be trained in such an attitude? Yes; before he graduates from the elementary school he should have acquired it. He should be guarded from accepting without question the advertising which everyday is becoming more powerful. And how can he discriminate unless he is trained in elementary science? Further, many a child on leaving the eighth grade goes to work and is thrown onto his own responsibility. And the end purpose of the child's education in health is not achieved unless he has acquired knowledge of how to live so as to maintain himself at his best, and has had built up in him a desire to be in this condition.

We see health education, therefore, involving the ability to make rational choices—choice of food, of recreation, of all the surrounding conditions that it lies within our power to control. In this it is at one with all education, and contributes to the development in the child of a conscious philosophy of life and an ability to carry out his purposes and ideals.

Summary

To sum up what we have said, the right of children to elementary instruction in hygiene includes:

1. The right to such an environment as will enable them to learn by doing.
2. The leadership of parents and teachers who are so truly health conscious and enthusiastic that they are living examples.
3. Direct instruction that includes a thorough grounding in elementary science, and the development of a respect for scientific truth.

The Six Best Doctors

The six best doctors, anywhere—

And no one can deny it—

Are Doctors Sunshine, Water, Air,
Rest, Exercise, and Diet.

The six will gladly you attend,

If only you are willing;

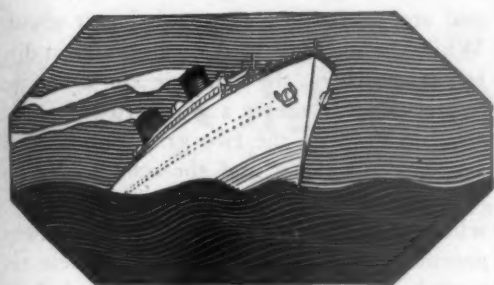
Your mind they'll clear, your ills they'll
mend,

And charge you not one shilling.

—*Kansas State Health Bulletin.*



Beauty on the School Grounds, Clarke School, Northampton, Mass.



The Geneva Conference

BY INA CADDELL MARRS

GENEVA, with a history, a charm, and a culture all its own. Its beauty enhanced by the placid Lac Lemman and the majestic Mont Blanc. An atmosphere of quietude but strength and vigor. What better place could have been chosen for the coming together of representatives of many nations to consider the most important question before the world today, that of the education of its youth! Delegates from the obscure countries, from the great and near-great, meeting on a common level for a common purpose to consider a common interest. Such was the Third Biennial Conference of the World Federation of Education, whose delegates gathered in the home of the League of Nations and for ten days sat together to learn of each other and from each other, to discuss the problems that are today confronting civilization and to seek the best way of solving them through universal education.

The conference itself was divided into nineteen sections, each section holding two or more sessions. Besides the group meetings, there was, of course, the general assembly each day where addresses were given by outstanding men and women of international reputation; but it was the section meetings, where topics of particular interest were presented and discussed, that formed the real heart of the conference.

It was section one, conducted by the International Federation of Home and School and so ably presided over by the President,

Mrs. A. H. Reeve, which claimed the special attention and interest of the twenty delegates from the National Congress of Parents and Teachers. The membership of this section was of unusual significance, including college professors, state ministers of education, teachers, social and health workers, and home makers. It must have been an occasion of rare gratification to the president who had given so much time and thought to the preparation of the program when 150 delegates representing 17 nations registered at the first meeting. In all, 300 from 29 countries took part in the deliberations of this conference.

The Parent, the Teacher, the Home, the School was the general theme of the meeting. The subject was treated from the standpoint of the relationship of each to child life from infancy throughout adolescence.

In her opening address Mrs. Reeve outlined the two main purposes of the section, namely: First, to consider the condition of the normal child in three stages of his development; and second, to consider the need for intelligent cooperation between the home and the school, that is, a parent-teacher cooperation based upon an understanding of common objectives.

Among the speakers were Dr. Paul de Vuyst, Belgium, Secretary of the Lique de l'Education Familiale; Miss Amy Penne-thorne, England, Secretary of the Parents' National Education Union; Mr. Newell W. Edson, U. S. A., Chairman of Social Hygiene, National Congress of Parents and Teachers; Dr. Edna Noble White, U. S. A., Director of the Merrill-Palmer Nursery School and President of the National Council of Parent Education; Dr. Paul Dengler, Austria, Director of the Austro-American Institute; Mr. R. V. Gogate, India, of the Anudh Department of Education, and Lady Leslie Mackenzie, Fellow, Educational Institute of Scotland. Each address was followed by lively discussions from the delegate body.

So keen was the interest in the discussions that the delegates remained throughout the sessions while the messages were being inter-

preted into the different languages. All the meetings of section one were conducted in French, German, and English. It was said to be the only section fortunate enough to have such service. On one occasion at the request of the delegates an adjourned meeting was held in the evening for the purpose of continuing an important discussion on the High School Curriculum. Some of the teacher-delegates declared that the courses of study in the secondary schools had become so crowded as to make it impossible for the children to do thorough work in any subject. This was said to be especially true in some of the European countries, but the discussion brought out the fact that it was a matter of international interest. As a result of this discussion a resolution was adopted asking that a study be made of the question and that the results of the study be presented for consideration at the next biennial meeting.

Besides the section meetings, two business sessions were held at which officers were elected, the by-laws amended, and reports presented by the officers and committee chairmen. Mrs. A. H. Reeve was reelected president of the Federation.

The president's report showed a year of unusual activity and healthy growth for the Federation. During June and July the president had upon invitation visited Holland, Belgium, Germany, France, Scotland, and England in the interests of the work.

At the business sessions a new committee on the home was created, a number of new directors were appointed, and plans made for a general extension of the work.

The report of Mlle. Butts, Chairman of Education, based upon a survey of parent-teacher activities in thirty-two countries was most interesting and enlightening. This survey disclosed the fact that in some countries organizations known as Parents' Councils are created by law. This is especially true in Germany and Austria. In all of the thirty-two countries included in the survey some effort is being made to create a closer cooperation between the home and school, and some progress is shown. The educators are recognizing the need of such cooperation

and are gradually trying to bring it about. While the methods used vary greatly in different countries, the ultimate aim seems to be the same, to create a more friendly relationship between the two great educational agencies, the home and the school, and to foster a better trained parenthood. Everywhere some effort is being made to help parents see and meet intelligently their responsibilities in the proper rearing of their children.

To one who has had the privilege of attending such a conference and feeling the earnestness of purpose of those taking part in the deliberations, there can be no doubt but that a new day has dawned for the child life of the world. The coming together of the nations' best minds to consider their obligations to future generations and the right way of meeting these obligations, will help to bring about a "world-wide attempt to develop better parents and better teachers" who will unite in an effort to give to the children of today and tomorrow a chance to develop into strong, upright citizens, of lofty ideals and worthy endeavors.

In spite of the different languages heard at the meeting, the voice and spirit of the conference was one. In spite of the diversity of method used in attaining a common end, in fundamentals the delegates were agreed. The hearts of all were unified in the interests of the welfare of all children. And who shall say that the seed of world understanding and universal friendship sown at this meeting shall not bear fruit a hundred fold?



November, 1929

The Classroom Library

BY WALTER L. BROWN

It is generally recognized by the public libraries that their own facilities, with the children's rooms frequently overcrowded, permit them to come into real personal contact with but a limited number of the community's children. A very considerable part of their service to young readers must be by the means of cooperation with the parents and with the schools and other agencies having closer and daily association with them.

In this cooperation in the interests of good reading the library has to contribute the service of librarians who have had special training in book selection and who keep informed upon the books written for children as they appear. They also have ample opportunity to estimate the quality of their appeal and to test it by actual use. The help of the library's facilities to aid in the selection of children's books for purchase is being used by

an increasing number of both parents and teachers.

In addition to the children who use their reading rooms, the public libraries reach many others through their extension agencies, such as depository libraries, traveling libraries, camp and vacation libraries, but it realizes that there is still a greater opportunity for public library service by cooperation with the public and private schools.

A half century ago it was most uncommon

to find a public library which recognized any responsibility to supply reading for children, or even to admit them to the library building. After a few libraries had removed the barriers it was not long before it became the common practice to admit children, and the library work with and for them was accepted as a serious and most important department of public library activity.

Special rooms, and in some cities special buildings, have been provided, and children are assisted by librarians whose personality and training assure the best of service.

The greater use of books by the children has increased the number of well-written and attractive books, which go far to help the library's effort to cultivate the taste of these young readers and to promote a wider use of the best books. With the many agencies of distribution

which have been provided by the public library and the schools, there are in the modern city, or in any other well-populated community, few children having any inclination to read who are not supplied with good books.

The best library work with children is made possible only by personal interest and sympathetic understanding on the part of the librarian in the request and need of the reader. The library extension work outside of the library's own buildings is, therefore,



A Classroom Library in School 26, Buffalo, New York

valued in proportion to the degree it approaches this ideal.

The public libraries can and do contribute much to child life through their selection of books, and they offer to boys and girls modern books which are attractive and tempting enough to keep them from the harmful printed matter so abundantly provided by the news stands.

The public library is in a position to supply well-selected books, but is able only to a small degree to gain a desirable personal contact with all of the children of the community. The teachers, however, who have not the opportunity to select nor the means to supply the books, have the great advantage of knowing the children individually by their daily association. Therefore, it would seem but natural to bring about a co-operation between librarians and teachers for the benefit of the children.

The modern school, whether, or not it has the aid of a public library, does, so far as it is able, provide books of miscellaneous reading for the children. These books may or may not be wisely selected, but often are so limited in quantity as to become somewhat dreary through familiarity, as well as unattractive because of their physical condition. It is not uncommon to find that school purchases of books are made neither with intimate knowledge of the books themselves nor to supply any real need of the school, but are prompted rather by an effort to spend the appropriation at the time when it is available. In very few grammar schools is there a trained librarian, unless the school has given space for a branch of the public library, in which case the library is used by older readers as well as by the children.

The classroom library is a method of supplying the children in the schools with selected reading which has stood the test of many years' practice. Those who advocate this method believe it to combine in a happy way the special knowledge of the teacher and that of the children's librarian.

Buffalo has placed libraries in more than

fifteen hundred classrooms of the city's grammar schools, and has loaned many similar collections of books to parochial and other private schools. These small libraries contain about as many books as there are children assigned to a class and are carefully selected for the particular groups which are

to use them. Not only are the ages and school grade of the children considered, but also the background or home life. The collection of books is large enough in each case to provide for that most important feature

in a child's reading—an opportunity to make a personal choice. The books are circulated to all children in the class who wish them. There is no compulsion to read, nor does an act of misbehavior bar the children from taking books. Public library books are not used as a means of discipline. Each library is in charge of a classroom teacher who knows the children and also knows much about their home environment.

It is believed that classroom libraries have several advantages in addition to the mutual interest of the librarian and the teacher in supplying the children's reading. Not only their selection and purchase, but also the repair of the books is the responsibility of the public library. The books of the classroom libraries have variety, as they are changed at least once a year, and books are frequently added at the request of teachers to meet special needs or conditions. Books which are not found useful are withdrawn. The children do become interested in reading not merely as a pastime, but they come to realize that books are a source of useful information, a fact that will serve them in later years. The children also realize that the source of such reading material is not the school which they use for but a few years, but that it is the public library which is going to be available as long as they live. The classroom library, with monthly visits of library people, and the school department in the public library which administers the work, serve to bring the school and the

This plan of placing good reading in the hands of the school children has carried the name of Buffalo far afield. It is known in New Zealand and in South Africa where it has been introduced as "the Buffalo Plan."

library into close cooperation to their mutual advantage.

The library not only supplies the schools with classroom libraries, but is ready at all times to loan them the books needed by teachers to supplement the resources of their school reference libraries, or in the preparation of special programs in the celebration of holidays, or for any other purpose for which books are required. Each school having classroom libraries is also supplied with a permanent collection of reference books and books useful to teachers in their work.

There are not a few incidental values in the distribution of public library books among the pupils of public schools. It has often been found that the books, in simple English especially, have also given pleasure and real service to the parents, when they happen to be new Americans wrestling with a new language. Books are often taken from the schools into homes where they have been unknown before, and they frequently call to the attention of the members of the families the service offered to them by the public library.

The classroom library is as popular with

school administrators as with the public library. The Buffalo Public Library equipped a few of the grammar schools with classroom libraries in 1898, and others have been added year after year until practically the whole school system has been supplied.

The experience is that whenever a principal is transferred from a school which has classroom libraries to one which has not, he makes every effort to secure them for his new school. There has been no instance of a school asking to return to the old system under which a small appropriation was made to each school for its own library.

The public library has become recognized as a part of community life and almost as important as the school. Methods of book distribution differ, many of them being experimental and most of them designed to meet special conditions, but the spirit of library workers everywhere is the same. They are eager to take advantage of any opportunity which offers a way to use their medium, the book, to advance and to enrich the life of their community. Parent-teacher and other social workers can confidently count upon library people to cooperate.



In this public school group using books there are representatives of fifteen races. Buffalo, New York November, 1929



HEALTH

A Project of the American Red Cross

BY NELL BATES PENLAND

had lost its charm. My thoughts were still with Donald and his breakfast. Finally a thought came to me. Why not find out what Boy Blue, our little story-book friend, ate for his breakfast. A game was always welcome to my fifty babies, and their little eyes shone as I told them we would play a game to find out what Boy Blue ate for his breakfast. I started the game by saying that I imagined Little Boy Blue had a bowl of oatmeal with milk. The first child who found the word "oatmeal" in the little reader was allowed to name the next food that Boy Blue ate. He suggested "egg." With a little coaxing we found out how to cook Boy Blue's eggs so that they would not make his stomach ache. Before the game ended we had decided that fresh fruit, cereal, an egg, toast, and a glass of milk would make a splendid breakfast for Boy Blue, because you see Boy Blue had to eat plenty of the right kind of food so he could grow to be a big, strong man like Daddy. I assure you that my babies were simply charmed with the game.

From this beginning we made a wonderful little fellow out of Boy Blue. We were careful to have him sleep eight hours every night with warm, light covering and plenty of fresh air in the room. Of course our Boy Blue was a neat, clean, little boy. When he waked up he bathed, dressed, brushed his teeth, cleaned his finger nails and shined his shoes before going to school. He always played in the sunshine a part of each day, drank plenty of water and milk each day and never ate candy, sweet crackers and ice cream between meals so that he wouldn't

I
OH—OOH!" The wail of one of my smallest first-grade babies interrupted the extremely interesting reading lesson just as Little Boy Blue was about to drop off to sleep!

"Why Donald, what is the matter, Honey, did some one hurt you?"

"No'm," replied the little urchin. "My stomach hurts me. Oh dear, Oh dear, I want my mother."

Laying the little primer aside, I soon had the little mite cuddled in my arms and was endeavoring to find the seat of the trouble. "What did you have for breakfast, Donald?"

"I had fried steak and onions, and biscuit, and grits and gravy."

"Uhm," I ejaculated. "Well Donald, did you drink anything for breakfast?"

"Nothing but a cup of coffee," he replied.

A simple remedy from our school medicine chest soon had the unruly "tummy" subdued and little Donald returned to his seat.

I must confess that my reading lesson

I for Young America

want any dinner. Oh, no, not our Boy Blue. Why, he liked to go to the table with Mother and Daddy and eat spinach, celery, tomatoes, and other vegetables to make him feel strong and well, and to give him nice rosy cheeks.

From day to day we found out new things about Boy Blue—how much he should weigh, how tall he should be, how much he should gain. Then on the same chart where we kept Boy Blue's measurements we would make our own measurements each week. Here we correlated writing and number work, and it was great fun.

* * *

Soon it was time to plant a little garden for Boy Blue. How eagerly we all worked on the sand table and with the little boxes of rich soil, and how pleased each child was when he suggested something to plant that was suitable.

Toward the end of the year the little tots were able to spell and write the names of many of the fruits and vegetables that were to be found on Boy Blue's table. And it was a delightful change from the usual writing and spelling lessons.

Very cautiously at first, and later more boldly, I suggested that Boy Blue ask his Mother to cook certain foods for him, and that perhaps Mother and Daddy would like to play the Boy Blue game, if they didn't already eat some of these good vegetables.

Did it work? Wonderfully! The little faces beamed as they told how Mother and Daddy were "crazy about spinach and carrots." One little fellow said, "Daddy said he wondered why in the thunder he hadn't learned to eat carrots long time ago, but he used to think they were just rabbit food." Do you wonder that I felt repaid for playing the food game.

II

Six years have passed. Now instead of playing with somebody else's babies, I have a much greater problem, training and amus-

ing only one of my own, a two and one-half year old boy.

From the first day our boy was a remarkably healthy baby, never sick at all, with the exception of one or two colds that were soon broken up. At the earliest possible minute, he was given orange juice and canned tomato juice. And how he adored orange-juice time! Even today when we pass a truck of oranges he will say, "Oh Mother, look at the orange juices." He still thinks in terms of the strained juices, you see. Soon the time for prunes, strained vegetables, cooked fruits and cereals came.

Our boy has always spent the major part of each day in the sun and playing out of doors, and as a consequence he enjoys his meals. How delighted we were when he was old enough to come to the table and eat with the family. Now he has vegetables of all kinds, fruits, eggs, cereals, plenty of milk, fish, a little meat at noon, and a few simple desserts. We have very little trouble about his wanting the dishes that are for grown-ups only. Occasionally I have to show him that Mother isn't eating a particular dish that he wants, and he immediately forgets it.

Now that Junior is old enough to play with other children I have a little trouble about his eating between meals. It is very hard to keep him from eating candy and ice cream, and I'll confess that he does get an ice-cream cone occasionally. Usually I can persuade him to have a glass of milk, an apple, or a thin sandwich of bread and



© American Red Cross

Forming Good Eating Habits

butter, instead of the cone, in order that the next meal may not be spoiled.

"Young America" is certainly a problem, and I'll admit that I take little credit for the health and welfare of our boy, because he has a "Doctor Daddy." But when he asked for the third serving of vegetables for his lunch yesterday, I felt very grateful that—regardless of the credit—he is a healthy youngster.

III

Because of my early experience with school babies as a teacher in a shop district and in other districts, and because of my more recent experience with Junior, I have been especially interested in nutrition. So I must tell you how happy the mothers in my community have been over a real "God-send" that our children have nicknamed "A Bundle of Sunshine," because she has the beauty of health and a lovely crown of golden hair that won their hearts immediately. She has just spent three months with us in our prosperous South Georgia town. It

was the first time we have had such a person in our community and we have found her such a help and an inspiration that we are hoping to make her coming an annual event and to be able eventually to keep her the entire year. She has helped the mothers of our community with their nutrition problems, showed us what and how to feed our children, when to feed them and why to feed them certain foods. As a result, our parent-teacher association meetings now give some definite time at every meeting to a brief discussion of nutrition, not only of our children, but of every

member of our family—husband and father, children, babies yet to come into the world, and the mother of the household.

Our Red Cross nutritionist came to us for the three months—January, February and March, 1929. She came because our Red Cross Chapter, through its annual roll call, was able to raise sufficient money to bring her to us to help with individual and community nutrition. During the time that she was with us she taught all of the children in our schools, not just the underweight ones. She met the children once a week, or not less frequently than once every

two weeks. She gave them graded nutrition instruction which was comparable with the instruction in other subjects taught in the school.

We have found a great difference between the regular graded teaching, which our nutritionist gave the children, and an occasional talk by someone on the subject. She has helped our children to know, without becoming self-conscious, some of the scientific facts about food, and to want to apply her teaching of good

nutrition to their daily lives. At the same time that she has taught the children in our schools, she has given—through our parent-teacher association—the Red Cross Food and Nutrition Course. We mothers have earned certificates showing that we have completed the course. We are not only proud of what we have learned but we want to remember our obligation by living up to the teaching of the course. One member of our group has framed her certificate and put it on her dining room wall with the result that many of her guests have decided to take the course next year.



John Erwin Penland, Jr.

Our nutritionist has offered to give the Red Cross Nutrition Course to our grade teachers. There are teachers' classes in most of the chapters where Red Cross nutritionists work, and for the course teachers are now securing from two to three points extension credits in colleges, universities and normal schools. As a teacher I know what it would have meant if I could have had such a course to help me teach my school babies.

IV

Our nutritionist visited in our homes, as far as time permitted, where there were problem nutrition cases. Some of these cases were called to her attention by our physicians and she worked very closely with the physician and nurse in charge. Since I am

a physician's wife I know the importance of this work.

Not only has our nutritionist helped us to feed our problem nutrition cases, but she has also helped us to spend our food money for foods that will best produce strong, fine bodies and minds. She has also helped us to know the basic, underlying principles in the preparation of food in order to preserve the vitamins, minerals, and other food elements which we need.

We have learned from our nutritionist that all over this country our parent-teacher groups are taking the Red Cross Food and Nutrition Course under local Red Cross nutritionists, and that they are very active groups in helping to promote an understanding of nutrition.

Gran'pa's Thanksgiving

BY ANNA NELSON REED



My Gran'pa takes me on his knee
An' tells me how things used to be
When he an' Uncle Jim were boys;
An' really, they were just like us,
They liked to make an awful muss
An' such a great big noise!

My Gran'pa says Thanksgiving Day
Was best of all, the boys would say;
Christmas was not so gay an' fine!
All morning on the pond they'd skate,
Then hurry home, not to be late
When it was time to dine.

November, 1929

An' when the family would meet,
How everyone would eat an' eat
Of all things on the table there;
The turkey, big an' crisp an' brown,
(The very finest in the town)
Made all the children stare.

Cranberry sauce, so bright an' red,
(It's awful good, put on your bread)
Vegetables, nuts an' raisins . . . my!
An' no one said, "Don't eat too much,"
Or, "That's enough, you mustn't touch
Another piece of pie!"

An' afterward—what games they played,
An' what a racket they all made,
An' all the big folks joined the fun,
Till everyone was hot an' red
An' pretty glad to go to bed,
After the day was done.

Of all the stories he can tell,
There isn't one I like so well
As this about Thanksgiving Day;
An' any time he'll tell it me
I'll run an' climb upon his knee,
An' there I'll gladly stay!

The Development of Junior Citizenship

A Day at Rightsell School, Little Rock, Arkansas

BY B. G. LAMBRIGHT

THE program of a day's activities at this school will illustrate in a concrete way just what effort we are making to encourage the responsibility of citizenship. Not in an abstract way, but in the simple performance of duties as they arise in common everyday life. It is the knowledge of a trust which is a real privilege, the opportunity to be held responsible for certain duties which is the "leaven that leaveneth the whole lump." Acting on the principle that one "learns to do by doing," children are taught to participate in all the activities and responsibilities of school life. They actively assist in school discipline, fire drills, opening exercises, program planning, entertaining, Big Brother work, announcements, and many other activi-

ties from which they were once "protected."

At the opening of school at 8:30 the bugler, one of the larger boys usually, sounds the call and instantly all children in every room, and wherever they are, stop, and stand at attention. They know that they must be absolutely still; no movement will be tolerated. This is followed by a verse of "America" in one of the rooms on the first floor, and a response by another on the second. Another call from the bugler and all the children salute the flag, take their seats, and regular work begins. This opening ceremony is impressive and a splendid way to start the day. While "America" is being sung the flag is raised slowly to the top of the flagpole, and the position every child takes is facing the flag.



The classes are passing to other rooms at the end of a period. The Joyers (indicated by arrows) are on duty



The Hostesses are seen here stationed at their respective tables in the Cafeteria. They are ready to help the pupils when they come in by encouraging a quiet, happy atmosphere at the lunch tables

Another office of trust is that held by the Joyer, so named because we really want him to feel that he is helping someone to get control of himself. The Joyer is selected with care, and is always one who is fair minded and has a helpful attitude. His duty is to watch the lines passing from one room to another, to subdue talking or noise, and to maintain a quiet atmosphere at all times when the children pass out of the rooms. This office is a great developer. It is soon evident if a child takes an unfair advantage of this honor, but this seldom occurs. To lose this title after it has once been won is a great grief to the Joyer.

Joyers are generally changed each semester. This is, of course, to give as many as possible the chance to have the responsibility.

Hostesses are girls who are chosen to look after the tables, see that the children are seated and that everyone is happy while he is eating. One of them stands at the door and reminds the forgetful one to wash his hands before going into the cafeteria. The opportunity gives them a chance to develop the natural womanly instinct of giving physical comfort and joy at the table.

In the fire drill there is a splendid opportunity for citizenship activity. The fire chief must look after all the other fire officers. He sees that all are on duty promptly and

work without hesitating. He watches with eagle eyes that there may be no foolishness or blundering. This is a time when he must be "hardboiled." Exact obedience is demanded of all children on this occasion, and any violation is followed up immediately by the "firemen."

We have several children who are reporters and who are expected to keep up with all the happenings in the school and prepare the news in good form for the city papers. They make their rounds of all the rooms and gather news, suggesting items often when the teacher has forgotten them.

We have also monitors who watch the appearance of the grounds, remind careless children to deposit in the containers any paper which they may have, and who inspect the rooms daily in the afternoon, giving a banner to all rooms whose appearance is creditable. The banner generally remains in the rooms all the time, for the children pride themselves in keeping a "good citizenship banner."

In the auditorium we have leaders who read the programs and make announcements, critics who stand up and remind their classmates of errors after programs, or congratulate them for work well done. We have helpers for almost all the work of the school. The children feel that they are a

(Continued on page 164)



John, Converted to the Joys of the Bath

©H. Armstrong Roberts

The Happy-Though-Clean Spirit

BY GERTRUDE CLARKE WHITNEY

UNTIL he reached the age of two, my son John had the proverbial distaste of a boy for all ceremonies pertaining to a condition of personal cleanliness. The nurse who first bathed him said she had never heard a baby protest so vociferously during the performance. This protestation was repeated thereafter, each time he was bathed; neither soap babies nor celluloid ducks had power to comfort him. Cleaning his nose and ears required physical as well as moral fortitude, and as for cutting his nails, it was an ordeal to be approached with prayer and completed with thanksgiving.

One day when John was nearly two I happened, when glancing over the pages of a magazine, to come upon a picture which gave me an idea. This picture was one which advertised bathroom fixtures; it showed a little boy having a glorious time splashing about in a big, beautiful, porcelain tub.

"Why not make a collection of such pictures?" I thought. "Pictures of children who have a how-to-be-happy-though-clean look!

I'll paste them into a scrapbook and present it to my son. Perhaps it may induce him to emulate the example of the picture children."

So I set about gathering them—pictures of happy-faced boys having good lathery shampoos, pictures of merry children using their toothbrushes in an admirable manner, pictures of smiling girls rubbing their faces briskly with huge towels. A goodly number of these pictures I cut out and made into a scrapbook.

The result was most gratifying. John took the matter very seriously; he insisted that each child have a name, and he demanded a long, detailed story about each picture. This of course suited my plans, and I made much of Mary, who laughed when she brushed her teeth; of Peter, who smiled when he washed his hands; of Susan, who played she was a happy fish each time she bathed. It was not long before John caught the happy-though-clean spirit; and now when he bathes or brushes his teeth, his smile is as wide as the best of them.

What I Can Do for American Education Week

November 11-17

THE National Education Association urges the continued observance of American Education Week in the belief that every citizen should be kept informed upon the work and needs of the schools. The Association appreciates the cooperation of the American Legion and other organizations in the development of this permanent worldwide movement.—Adopted at Atlanta, July 3, 1929.

PAY A VISIT

To my children's schools.
To the best vocational school in my community.

MAKE A PILGRIMAGE

To the homes and graves of American educators, teachers, and friends of education.
To the homes and graves of famous people—poets, artists, scientists, inventors.

PLAN A PROGRAM

For schools—From kindergarten to college.
For clubs—Men's and women's.
For churches—All denominations.
By radio—Nationwide or sectional.

ARRANGE INTERVIEWS BY REPORTERS

With teachers.
With parents.
With school officials.

GIVE AN ADDRESS

Before School Assemblies.
Before Community Gatherings, Deductions, etc.
Before Teachers Clubs, Professional Organizations, etc.

PROGRAM AMERICAN EDUCATION WEEK

Monday, November 11—Armistice Day:
Education for Faithful Citizenship.

Tuesday, November 12—Home and School Day: Education for Worthy Home Membership.

Wednesday, November 13—Know Your School Day: Education for Mastery of the Tools, Technics, and Spirit of Learning.

Thursday, November 14—School Opportunity Day: Education for Vocational and Economic Effectiveness.

Friday, November 15—Health Day: Education for Health and Safety.

Saturday, November 16—Community Day: Education for the Wise Use of Leisure.

Sunday, November 17—For God and Country Day: Education for Ethical Character.

Prepared by the Division of Publications of the National Education Association, Washington, D.C.

"I believe that there ought to be a fine school library in every school building. It ought to be open all day and all evening. It should be a beautiful, quiet, restful room of gracious hospitality, for the wise men and women of the world dwell there."

—Angelo Patri.

The Personality of The Congress



*To the Members of the National
Congress of Parents
and Teachers*

IN the National Headquarters of the Red Cross at Washington hangs a picture of a Red Cross nurse that is known to the world as a symbol of that organization and its service. There is a beautiful idea back of this. We learn that it is not the picture of one nurse, but a composite picture of the first 1000 nurses who volunteered their services in the great World War. It is the blended whole of the outstanding characteristics of all that has made this beautiful living picture which throughout these years has carried a world-wide message of love and service to the sick, the wounded, and the unfortunate. It represents not an individual, but a vast organization of individuals banded together for one supreme purpose—service to mankind.

I like to think of the National Congress of Parents and Teachers as being a great composite personality made up of the best that all members have to give, whose beauty, strength, power, and spiritual life will be in proportion to the contribution that each member makes to the composite whole. We are not a mere collection of parents and teachers, but an organization of parents and teachers bound together for one great purpose—service to childhood. In so far as each member puts into the work the spiritual qualities necessary for the fulfilment of our great purpose, so will our organization give evidence of these qualities. An organization of any kind should be more powerfully spiritual than a spiritual individual, just as it is more powerfully material than a single individual.

Wherever there are children, whether in the small isolated community or the large center, the most restricted home or in that of the widest interests, there is the same field for service. There is the opportunity to build an atmosphere that will develop the fineness of character which is the basis of a worthy life.

Let us as members of the National Congress of Parents and Teachers build an efficient organization, but let us not forget that the organization is only the medium through which the combined efforts of all its members can be transmitted into a wider and a higher type of service.



© American Red Cross

"Thine Is the Glory"

Ira Ruddle Marrs
President.

Motion Pictures

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

*—Especially recommended.

R—RATING

A—Good.

B—Harmless, but second rate as to plot and production.

| R | Title | Class | Stars | Producer | Reels |
|---|-------------------------------|-------|--------------------------------|--------------------|-------|
| A | Argyle Case, The | A | Thomas Meighan-Lila Lee | Warner Bros. | 7 |
| A | Chasing Thru Europe | F-J | Sue Carol-Nick Stewart | Fox Movietone | 6 |
| A | Climax, The | F | Jean Hersholt-Kathryn Crawford | Universal | 7 |
| A | Cold Turkey | F-J | Oswald, the rabbit | Universal | 1 |
| A | College Love | F-J | George Lewis-Dorothy Gulliver | Universal | 7 |
| A | Dixie | F-J | Song number | Para.-Fam.-Lasky | 1 |
| A | Embarrassing Moments | F | Reginald Denny | Universal | 6 |
| A | Enchanted Island, The | F-J | Aesop Fable | Pathé | 1 |
| A | Exalted Flapper, The | F-J | Irene Rich-Sue Carol | Fox Movietone | 6 |
| A | Girl Overboard | A | Mary Philbin | Universal | 5 |
| A | Hook, Line and Melody | F | River fishing | Pathé | 1 |
| A | Hottentot, The | F | E. E. Horton-Patsy Ruth Miller | Warner Vitaphone | 6 |
| A | Joy Land | F-J | Lupino Lane | Educational | 2 |
| A | Kibitzer | F | Mary Brian-Neil Hamilton | Para.-Fam.-Lasky | 6 |
| A | Last of Mrs. Cheyney, The | A | Norma Shearer | Metro.-Gold.-Mayer | 7 |
| A | Lariat Kid, The | W | Hoot Gibson | Universal | 5 |
| A | Love Parade, The | F | Maurice Chevalier | Para.-Fam.-Lasky | 7 |
| A | Merchant of Venice, The | F | Werner Kraus | Portale | 7 |
| A | Mysterious Dr. Fu Manchu, The | A | Warner Oland | Para.-Fam.-Lasky | 9 |
| A | Salute | F | Geo. O'Brien-Helen Chandler | Fox Movietone | 7 |
| A | Say It With Songs | A | Al Jolson-Davy Lee | Warner Vitaphone | 8 |
| B | Smiling Terror | W | Ted Wells | Universal | 5 |
| A | Stone Age Romance, A | F | Aesop Fable | Pathé | 1 |
| A | Street Girl | F | Betty Compson | Radio-Keith-Orph. | 7 |

November, 1929

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CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,382,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

Education Week

NOVEMBER is full of interesting and profitable events to celebrate.

First comes Education Week, observed for the ninth year from November 11 to 17. It is sponsored by the American Legion and the National Education Association, and during the entire week the needs, ideals, and achievements of the schools will be interpreted to the patrons of the schools. Surely that is a worthy and a comprehensive objective, for the schools are everywhere and their patrons are—everybody.

Each day has its own program, which you will find on another page. Read, too, what you, parent or teacher, may do to bring about a better understanding of what the school is doing for the home; and the home, for the school.

Here is a project which calls for parent-teacher cooperation with a large hyphen.



Book Week

Next is Book Week, November 17 to 23. This is an event always celebrated by Congress people, and helped, aided, and abetted by Sarah B. Askew, national chairman of Children's Reading, whose annual article is

always eagerly anticipated. Miss Askew gives a choice of Book-Week programs for parent-teacher associations in this number.

A good project, *The Come-Alive-Book Contest*, by Patten Beard, in the October number, is one in which parents, teachers, and children can cooperate in the interests of good reading.

Another object to work for during this week is the Classroom Library. The librarian of the Buffalo Public Library, Walter L. Brown, has taken time from his arduous duties to tell CHILD WELFARE readers this month how the public library may extend its service until it reaches every classroom—and therefore every pupil—in its community.



Red Cross Drive

The Red Cross drive for members (November 11 to 28) interests us as individuals to renew our support of an organization which is, with increasing effectiveness, contributing to the health of children and to international understanding. *Health for Young America* in this issue gives a good idea of the Nutrition Service which the Red Cross is giving and of how it is working with parent-teacher associations.



Thanksgiving

Last, but not least, is Thanksgiving. To be celebrated wherever in this broad land the Puritan spirit lingers. Not even the Committee on Safety will keep American children on this one day—November 28—from taking a third helping of turkey and “fixin’s.” But it may take comfort in the fact that the Thanksgiving menu is only a shadow of its former greatness. There is hope that in another generation or two the holiday gorge will be a thing of the past.

In between the turkey course and the mince-pumpkin-apple pie course there may be time to be exceedingly thankful that the National Congress of Parents and Teachers is sponsoring the most energetic campaign for child welfare in the world.

Our Children *and* Their Parents



III

Our Children and Other People's Children

BY GARRY CLEVELAND MYERS, PH.D.

OTHER people's children afford our children wider opportunities for happiness and education. Other people's children and their parents also contribute generously to our problems in the guidance of our own children.

Into our home comes a guest with a child of two or three. Perhaps the child has had some training in restraint; perhaps not. If he has not, and proceeds to mar our furniture, to break our little child's toys, or destroy the cherished property of our older child, be the owner present or absent, we are constrained not to interfere because of

our efforts at conventional hospitality. She who sits idly by and lets her child so impose upon our courtesies is about the meanest woman we can think of.

We prefer to have our pre-school children play with other children in our home, or in our yard, or somewhere else where we can have fairly close supervision. When our neighbor's child who is rude with toys, and who wants always to have his own way, comes into our house we can, if skilful, slowly teach him carefulness and cooperation.

Assuming that we long since have taught

carefulness of property to our own little child, he still needs to learn to share and to get along with other children. At home our child will be bossy and aggressive if the other child submits to his lordship.

IF the children are nearly of the same age, and the playmate stands up for his own rights, we have reason to be happy. If a combat arises we must not interfere except to prevent personal injuries. So far as possible, we shall let them settle their own quarrels. If the neighbor's child does not defend himself, then we must work upon our child, to teach him to have consideration of the other's rights. If the attitudes are reversed, so that our child is lorded over, the task is harder. Unless we are very clever, we cannot discipline the offender, though as a last resort we may send him from our house and so inform his parents. If he is very rough with the toys, and our suggestions fail, we may also deny him the privilege to play in our house until he is willing to play more carefully. These rules may be applied to our yard and lawn, although much harder to enforce there than inside. In any event we must exercise enough skill not to antagonize the parents of the visiting child, nor the child himself, to the degree that he will seek revenge.

By patient efforts we may be able to teach these children to take turns, to share, and to cooperate. Our own child may be our biggest problem, since the toys are his, since he has been used to undisputed ownership, and since, on account of our eagerness to teach him unselfishness, we may have attempted to force him to share. Pathetic scenes arise when the neighbor child is destructive. Imagine yourself in your child's place, with someone stronger forcing you to give up your most precious possessions to another person who you are sure will mar or destroy them. Wouldn't you tenaciously hold on to them; wouldn't you become violently angry and distressed? Of course; and the next time that person appeared you would all the more earnestly defend your belongings. Of you others might say, then, that you are becoming more and more selfish.

The more you attempt to force your

child to act unselfishly the more selfish he will surely seem to grow. In the first place, have consideration for the feelings and the sense of ownership of your own child. Even if he hides a few of his most cherished valuables from a destructive visitor, don't interfere. Work on the other child and provide a few playthings not very easily broken. As soon as the playmate has proved himself careful with toys, your lad can be persuaded gradually to take some risk at sharing. Then be on hand to see that his faith is not misplaced; be liberal with approval of your child for sharing. In any case you can best teach your child to share by calm, patient efforts at persuasion and by guaranteeing him a lot of satisfaction when he shares.

BUT your child may go to the opposite extreme by giving some of his toys to the other child to take home with him. This you must not allow. So also if your child brings home a neighbor's toy it must be returned, not with a suggestion of theft, but because "his mother would not want him to give his toys away."

When the playmate threatens to go home, your child may try all sorts of ways to induce him to stay longer by conceding special privileges to him, or by bribing him with gifts of fruit and sweetmeats. So also your child may by such measures attract playmates to his home or appease their anger. Sometimes we mistake strong selfishness in our children for generosity. Your child may win the temporary favor and companionship of many children of the neighborhood, even of older children, by such bribes, or by having more toys or better ones than they have. You want him to be generous, but not to be imposed upon. So when he carries off almost a whole basket of cookies, oranges, or apples you have occasion to interfere. If he denies himself some cherished fruit, or cake, or candy in order to give some to other children, he is sharing. Even then, if he is bargaining for something he considers to be more attractive, his loss to character may be greater than his gain. When our child has many more toys and more elaborate ones than most of the children he plays with, or when he has more sweetmeats to give away,

he is handicapped; for he does not earn the friendship of other children by genuine qualities of cooperation and good fellowship. He merely gets his own way. Even though he is repellant, he may still buy back their temporary favor. It is also bad for our child to play with other children who, by greater resources in toys and things to eat, make a parasite of him. Either to be a parasite or to be preyed upon by another is unwholesome.

WE prefer not to have our child, particularly our young child, play in the home of another child unless we are assured of proper supervision there. We want him to be held strictly to the rules of that house and to be sent home immediately when he violates those rules. We are also eager that the standards of morals and of care of property in that home shall be high.

So long as we are able to provide proper supervision we should want to exclude from our house no child—invited by our child—who will readily abide by our rules and standards. Nor should we forbid our child to play out in the open within our sight and hearing with any other child. Even what our child might hear should not concern us unduly; for, if our home is a happy and companionable one, our child will soon learn that our family and our friends do not say certain things nor use certain words. As for bad sex information through language, we shall have fortified our child by having answered frankly all his questions and by having made him free to come to us concerning any curiosity or any shocking thing that he has heard. Better that a child mingle freely with all sorts of children of his age out in the open, than that he should play alone never hearing anything that's bad. The most hopeless and unmoral child is the child forever kept away from other children because they are not considered good enough for him to play with. It were better for him, perhaps for the world, if he had died in early infancy.

WHEN our children play on the pavement, or vacant lot, or elsewhere off our own property, we have no authority to

drive away the other children who may offend. Neither is it wise for us even to attempt any discipline of them, no matter how they impose upon our children. If we find them playing or fighting with sharp sticks or stones we should call our children home. Always ours should know that they must settle their own quarrels, either defending themselves when the odds are not unreasonably great against them, or retreating, never fighting except with their fists and then only in self-defence. But let us not forbid our child to fight. Let us teach him it is honorable to take one's part, and approve him heartily for standing valiantly to defend himself.

In the event that we go to our child's assistance, even when he is imposed upon, we teach him to be dependent upon us, and we cause him to lose the respect of other children. He may be dubbed a coward, a sissy, or a mamma's boy. Fears then are very sure to grow up in him and, as they do, he becomes a bully in a pitiful attempt to make himself and others think that he is brave. The way to help a bully is not to help him in his quarrels, but to encourage him in self-defence against other children of his own size and age, to teach him boxing lessons and to stimulate him to enter group games and to play with many other children. Camping and scouting are very helpful to the older bullies.

When our children are imposed upon by big bullies we are often helpless. Almost all we can do is to induce our children to avoid them as much as possible. Sometimes the braver, better boys of the neighborhood can be induced to discipline these bullies. In emergencies we may be able to bribe a bully to become protector of the weaker, younger children. His parents may be induced in some indirect way to enlist him in a troop of boy scouts, or to give him boxing lessons, to play up his good qualities and to help him in other ways to overcome his fears. For our attempts to correct him by force may only drive him to torment our children more. If indeed we can persuade our child to muster enough courage to give the bully a good, sound licking our problem may have been completely solved. Some-

times our children's welfare may warrant our moving to another neighborhood.

SOME children of the community who have not learned respect for other's property may greatly annoy us adults, particularly if we ever lose our self-control sufficiently to make fools of ourselves to the amusement of the young tormentors. As a means to vengeance they also may annoy our children who are younger than they are. We all have observed our own children's solicitude in such matters, how they will beg us not to do things which will incur the ridicule or disfavor of other children of the neighborhood. Our children are, moreover, very eager that we shall have a good reputation among their associates. They often must be embarrassed by our bad behavior. Usually we can well afford to heed their counsel in these matters. It is particularly important to be courteous and considerate of our children's friends.

THE more nearly our child's age in mental and physical development is that of his playmates, the better for his education. In the older child he sees a hero and protector, learns little or no initiative, feels no occasion to defend himself. He may be exploited or be made a little king with all his wishes gratified. If his playmate is much younger, he may find no challenge to exert his best efforts, nor to give and take. He is pretty sure to become overbearing and to grow more infantile. Whether his playmate is older or younger, the child does not acquire the social training which will fit him to get on well with those with whom he will most often come in contact later; he will not be trained to grow most likeable and useful, nor will he be stimulated to develop his abilities nearly to their limit. Sex explorations and experimentation are more likely between children differing widely in ages, with the older child most often the aggressor.

Concerning sex dangers, we promote safety by not allowing two children, either of the same sex or opposite, to play alone for long periods of time out of the sight of adults, as in a remote room, or a garage.

There is safety in numbers, except occasionally where there are several children with one or two very much the older.

WE want our children, at whatsoever age, to feel free to invite their friends into the home; and we have a peculiar opportunity to make our home attractive to their guests. To this end, we shall not be oversensitive to the noises incident to childhood fun. So long as the children are not destructive of property, we shall encourage games and play, and join in when we are welcome. There is no safer and more wholesome place for our children than our home frequented by their friends and playmates. Reasonable sacrifices which we make for play equipment in our yards and lawns and living-rooms and basements are good investments. To invite to our home several of the friends named by our school-aged children, without too much effort at early sex pairing, and to encourage them to join in group games in our home on other than study nights, is entirely wholesome. The best social education comes from their informal mingling when two or three schoolmates just drop in for an hour or an evening; not from formal parties.

A PROBLEM common to most parents arises from the fact that our children, from the toddler to the adolescent, mingle with other children whose parents have for them lower standards than we have, who, for example, allow them to play in the street, to go frequently, and at an early age unchaperoned, to moving picture shows, and to stay out at play long past the time when the street lights are turned on. When several of the parents concerned can often get together and can agree upon these matters, the task is very simple. Few children object to rather rigid supervision to which their playmates likewise are subjected. But when there are wide differences, when our ideals are considerably the higher, difficulties may arise. Nevertheless, wise parents, who have agreed with one another upon some definite standards concerning which they have convictions, can well afford to stand by them rigidly, provided they make it a rule to look

long ahead, count the cost, and assure themselves that they can hold their children up to such levels without losing their affection and esteem, without undue expressions of rebellion, and unreasonable sufferings and humiliations to the children.

Children who have a happy home life, whose parents are good comrades, very considerate of their children's welfare and happiness, who provide many opportunities for wholesome play and amusement with other children, who are fair and consistent, who don't wobble, and who early cultivated in them a healthy emotional life and cooperative obedience, will have little or no difficulty to succeed in these matters.

THE danger is that we shall let down the bars too rapidly, and compromise all too freely. Too many of us are moral cowards, without the courage or the skill to stand by what we know is best and right. No matter if all other little children in the neighborhood are allowed to run into the street at play and ride into it from the drive on their kiddy cars or sleds, if others are permitted to play outside at night, go often at an early age and on study evenings to moving picture shows, our children can learn not to play in the street, to come in without our reminding them when the street lights go on, and to go to the movies only in accordance with a limited program which is clearly known to the family.

When our children tell us of the greater privileges of their friends, we need not speak disparagingly of other parents. Let us, in the fewest possible words, merely note that the standard of our family just happens to be different. At such times arguing and moralizing are of no avail except to provoke more arguing and more discontent. Be it remembered that our success will presuppose a wholesome family patriotism, a very genuine esteem of us parents, and a well earned faith in our justice, our sincerity, and our likelihood of proving to be right. There must be back of our program more than arbitrary force. There must be the force of genuine respect for us built up over a period of years.

November, 1929

WITH older children there arise problems out of economic factors incident to the amount of the child's spending money and the amount of money spent upon his clothes and luxuries. In such matters children of poorer parents are inclined to ape the children of the rich. However independent we may be economically, we owe it to our children not to let them dress much better, nor to spend much more money than the average of the group with whom they mingle. No child of school age should have an automobile as a luxury. For an occasional child of high-school age, who must travel a long distance to and from school, a car may prove a reasonable necessity. No child should have much pocket money. An allowance he should have to which he is strictly limited, to include a very small amount for mere luxury. Children, particularly those whose parents have limited means, should be taken into the family council in respect to family income and family expenditure. For a child to be allowed an unreasonable amount for clothes and luxury, at an inordinate sacrifice to his parents or other members of the family, is highly immoral. Yet there is many a school child from a poor family who is dressed and given spending money on a level with the children of the richest families of her school, at a tremendous sacrifice to her parents, either with or without the child's knowledge of the facts. Mothers over wash tubs, mops, and kitchen sinks, working in the home and outside of it, are making most desperate self-denials just to have their children appear very well-to-do, or to have their misguided eagerness for fancy clothes and spending money gratified. In the best families of moderate and limited financial circumstances, the family work together, saving, economizing, sacrificing, and each faithfully contributes his share as a patriotic member of the group.

TREATING may become a nuisance among the older school children. Persuade your child not to accept treats and not to offer them. If he accepts them without ability to return the compliment he becomes a parasite and loses self-respect. But to return such favors may involve undue expenditure.

So also we shall try to teach our child not to lend nor borrow, but for his own sake and for the sake of his associates, to use money wisely and economically.

So far as we can do so, and at the same time avoid bad suggestions, we should like to lead our children early to select their playmates with discrimination. Unfortunately our traditions tend to guide us in our suggestions along lines of class distinction. Although more children of the so-called better social strata have cultural advantages, there are many exceptions to this rule. We should like our children to play with children from homes of high moral standards and habits, with children who are healthy and mentally alert, who have acquired good sportsmanship, who have appropriate regard for others' rights and feelings.

The attachment of a child to a particular playmate becomes, as a rule, more intense as the child grows older. Sometimes we recognize in a chum or companion of our child an unwholesome influence. In our efforts to break up the friendship we may act unwisely. A direct attack upon the bad traits of the companion usually is unwise; for if our child really cares for him, we may lose our child's affection in our efforts to sever his affections from his friend. A safer way is to cultivate one or several other friendships for him, subtly engineering ways of keeping the old friends apart without stirring up resentment. To prove readily acceptable, the new friend should possess some of the good traits in the old companion which our child admired. We should avoid comparisons and not betray too great enthusiasm for the new companion.

This is the third in a series of six articles by Garry Cleveland Myers, Ph.D., Head of the Division of Parental Education, Cleveland College, Western Reserve University. The articles will appear monthly for study groups as well as for individual readers. They will consider the pre-school child and the child of elementary school age, and their relationship within the family group and outside the family. Dr. Myers will follow this series with three articles on the adolescent child. The December article, the fourth in the series, will be entitled *Children's Learning in Relation to Their Parents*.

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QUESTIONS FOR DISCUSSION

- What are my biggest problems with other people's children?
- Suppose a neighbor's child imposes upon my child in my home, in my yard, on the street, or vacant lot. How shall I proceed in each instance?
- How may I teach my child to share?
- What about the child who gives away too much?
- How shall I treat the big bully who is my child? the big bully who is my neighbor's child?
- How may I induce my children to play with children about their own age?
- How may I make my home attractive to my children's playmates?
- How may I hold my children up to standards higher than the standards to which their playmates are held up?
- What happens when our children have more toys, more money to spend, and better clothes to wear than their comrades have?
- How may we help our children choose their playmates?

* * *

Dr. Myers will answer questions addressed to him in care of CHILD WELFARE.

Ask Mrs. Cope

*Readers are invited to send questions to Evelyn D. Cope,
care of Child Welfare*

Question—"My greatest problem is that of not being able to control my temper in dealing with my two little boys."

There is probably no vocation in life which calls for as much poise and composure as that of the mother in the home. Many times every day her patience is tried like "the dripping of the water that wears away the stone." Take courage in the knowledge that you are not alone in facing this difficulty. But please do not say that you are not able to control your temper. You have the power and ability to overcome. Face your problem squarely. Know that each day you will be tried and so determine at the beginning of each new day to learn self-control. Every time that you succeed you are stronger, and you can remember that "Peace is the virtue born of vigor of soul." Perhaps you are giving all the time and receiving nothing. Your spirit needs to be refreshed. Let something beautiful and strengthening into your life each day. Set aside a daily period for yourself alone. Read something ennobling, play and listen to some music, or sing. Go for a walk in the out of doors where "the winds of the valley shall love you and the grass shall dance when you come." Learn to overlook the little things that are trivial and concentrate on those that really count. Children do many things that are not really bad nor good. We must learn to choose.

Question—"My daughter is never satisfied. She always wants something more. How can I overcome this?"

Children take the things of life as they find them. Perhaps your child has had too much attention in the past. We have to think of the child's future. Too much attention develops a demand for it on the part of the child. Of course she should have the care that is necessary for well-being and development. Perhaps she is suffering from an over abundance of "things," toys, dresses, food, amusements. Many children are so overburdened with material things that they can not find themselves. Put away some of the toys, clothes, etc., and keep just a few in sight. The things which make us happy are the simple things. Give her some duties to perform each day. Let her have a garden and some plants to care for. Give her an opportunity to be with other children, so she will not become self-centered. Help her to express gratitude and appreciation. Say frequently, "Isn't it nice to have a clean dress?" "What a good dinner we have had tonight." "See how brilliant the sunshine is." At bedtime, "It is so nice to go to bed. Let us say 'thank you' for all the good things we have had today." Give her some good books to read, nature myths, stories of children in other lands. Avoid any arguments

or preachments on the subject. It is a good plan not to pay any attention to these complaints. Always be cheerful and happy yourself. A radiant personality draws others to the light and right. Let her feel with you, "Many a heart could find content, if it saw joy on the road it went."

Question—"My daughter of sixteen always wants to go somewhere. She never wants to stay at home."

It is natural for youth to crave the companionship of its own age. Knowing this we must expect young people to want to go. At the same time there should be moderation. There is the danger of "just going." Some of our boys and girls are wound up like a clock and under a nervous tension which never relaxes. A girl of sixteen should not go out evenings preceding school days. She needs long hours of sleep. Let her take part in school, community and church activities during the day when she has time. Plan a good time for the week end. Make the home attractive. Let father and mother be companions to her and find a keen enjoyment in her interests. Welcome her friends. Many boys and girls go out because there is no place for them nor their friends in the home. It is either too much trouble, or the furniture is too nice, or father doesn't wish to be kept from his pipe and his reading. Too often parents are not awake to the interests and issues of the coming generation. We need to get acquainted not only with our children's friends but also the parents of these friends. It is the business of the parent to provide the social life of the children and join in it. We need more home parties and less commercial amusement for our youth. They would provide good times for our young people and place the right estimate on what a good time really is. We don't need chaperons as much as we do companionship.

Question—"I wish to start a private kindergarten here for my little son and a few neighboring children. Where shall I find some material or books for handwork, songs and games? Are there some books available for me to read? There is no kindergarten in our town."

The kindergarten project is very commendable. If you will write the National Kindergarten Association, 8 W. Fortieth St., New York, you will receive the information. Ask for their leaflets and a copy of their posters which are very beautiful and fascinating. The catalogs of commercial supply companies describe a wealth of material for handwork, books, pictures and crayons for children of kindergarten age. If you have access to a public library, books by Friedrich Froebel and Elizabeth Harrison will be of help to you.

A Parent-Education Course

PREPARED BY GRACE E. CRUM
Associate Manager, Bureau of Parent Education

BASED UPON

THE DRIFTING HOME*

By Ernest R. Groves

For Pre-School, Grade, and High-School Study Groups

Lesson Three—What Can the Family Do?

"The community is stripping the family of its old-time functions so persistently that many people are shaking their heads and wondering where this will end."

"True fellowship between parent and child is the last stronghold of the family which can never be evacuated."

Questions

—E. R. Groves.

1. Ernest R. Groves, author of "The Drifting Home," states that members of the different social organizations are inclined to think that they can do the work of the family better than the family itself. A school of thought is developing which holds that there are many institutions which contribute to the child's education. The school, the church, and the community have much to give, but the home, so this school maintains, is the fundamental agency in the growth and development of the child. Which of these two views are you inclined to accept? Give reasons for your answer. Page 38.

A view held in the past was that the school was the chief agency in the education of the child. The thought of the parent was, "George is six years old. He will start to school and begin his education." Point out the error of this attitude.

2. The family has given over some of its former functions in child care to the school, the community, and the church. "It has risen from the position of maid-of-all-work

to that of administrator." Explain and discuss. Page 39.

3. The home is in a position to consider the whole child. If you agree, give arguments to support this statement. Pages 39-41. Are other agencies apt to consider the child from the standpoint of their major interests? Give illustrations and explain. Pages 39-41.

4. "No matter how much the family gives over to organized interests the care of its children, it will continue to discharge its most important functions since they cannot well be taken care of by any institution but itself." The author states that the most important functions of the family are interpreting life for the child, directing and stimulating him, and fellowshipping with him. (a) How may the family help to interpret the child's experiences? Give illustrations. Pages 41-42. (b) Give illustrations of ways in which the family may direct the child. Page 42. (c) How may the family stimulate the child to greater mental activity? Pages 42-44.

Describe a method of creating an interest for the child in subjects which he will study. Page 44.

"The child who receives little stimulation at home often takes one subject rather than another or joins one club rather than another just because that is what his next door neighbor is doing." What course is the child apt to take who receives home stimulation? Page 45.

A CORRECTION

* Due to a misunderstanding "The Drifting Home" was listed at \$1.75. The price is \$2.00 per copy.

Why is it that we cannot expect the child to receive a very great amount of mental stimulus from the teacher? Page 46.

(d) Why does the child need fellowship? Pages 46-49. Why do children in orphan asylums have a poorer chance of living to maturity than children in the very poorest homes in the congested parts of the city? Page 47.

"Few children who have fellowshipped with their parents get into really serious behavior difficulties." Page 47.

NOTE.—This statement should be memorized and kept in mind by every parent! In the case of juvenile delinquency, is the greater fault with the parent or the child? Give reasons for answer. Page 47.

5. By way of review, what can the family do? Interpret life for the child, direct and stimulate him, and fellowship with him. As long as the family performs these functions, does it matter if it turns over other functions to other agencies in the community? Pages 48-49.

6. "Must the parent teach the child to talk?" Page 49. Why is it that the nursery school often teaches the child, in a few weeks, habits the parents have not been able to teach him in years? Pages 49-50.

7. Some parents are so busy working for the child that they have no time or energy to fulfil the higher functions of parenthood. How do they justify a lack of performance of their duties? Wherein lies the error of their reasoning? Pages 50-54.

8. "The supreme testing of the efficiency of the community is in the hands of the family." Explain. Page 54.

9. What, according to our author, will the home demand of the schools in the future? Because the schools are too mechanical and too standardized, they fail to meet the needs of boys and girls. Explain and discuss. Pages 54-56.

If the primary-school teacher of English is criticized, where does she place the blame for the failure of the schools? Where does the lower-grade teacher of English place the blame? The high-school teacher? The college teacher? Pages 56-61.

"At present the high school is making a

movement toward a longer day; it should be driving in just the opposite direction." Why? Page 61.

Has not every child the inherent right to self-discovery? Pages 63-65.

10. What will the home demand of the church? What sort of religious teaching should the church give the child? Pages 65-68.

11. What will the home demand of industry? Pages 68-71. "We judge industry by what it does to people, not by what it makes for them." Explain. Pages 69-71.

12. How does public taxation affect the family? the problem of employment? Pages 71-74.

13. "The weapon by means of which the family can enforce its wishes on the school, the church, government, and industry is public opinion." Discuss. Page 74.

14. What part does the newspaper play in helping to mold public opinion? What will the home demand of the newspaper? Pages 75-77.

15. "It is the place of the family to be the umpire rather than the victim of these other powerful organizations that do not have its interests at heart." What will qualify the family to be the umpire? Page 79.

The author has pictured for us an ideal situation, indicating the trend of the home. Do you consider that the home of today is conscious of its responsibility? How soon do you think it will be capable of assuming the dictatorship described in this chapter? Pages 38-79.

TEXT—*The Drifting Home*, by E. R. Groves, published by Houghton Mifflin Co., Boston and New York. Price, \$2.00.

READ ALSO—*The Social Problems of the Family*, by E. R. Groves, Chapter XII, entitled, Family Adjustment.

Purchase the leaflet, *The Home Background*, published by the Pennsylvania Congress of Parents and Teachers. Single copies 10 cents, postpaid. Address the Chairman of Literature, Mrs. H. C. Dern, 917 Howard Avenue, Altoona, Pa. Read Topic 1, "Some Essentials in the Home."



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG

6400 Normal Boulevard, Chicago, Illinois

"What's the use of doing
Unless you do your best?
What's the use of thinking
Unless you tell the rest?"

—California Parent-Teacher.

Tell the EDITOR—so she may "tell the rest"—
the What, How, When, and Where of your local,
district, and state activities.

Music in a One-Room School, Kent County, Michigan

The parent-teacher association of Walker No. 6 Public School, Kent County, Michigan, had met the usual physical needs of the school, provided a first aid kit, a drinking fountain, playground equipment, piano, etc. They had supplied toxin-anti-toxin, and cared for general health and sanitary conditions in and around the building. Having done all this they looked about to see what less immediate but equally important project to undertake that would benefit the children of their rural community.

Knowing the value and need of music in the lives of these people, Mrs. Edith Miller, Music Chairman for Kent Council of Parents and Teachers, undertook to arouse interest to provide music for rural schools although much discouraging opposition was met. Even men of educational note said the project would fail. But Parent-Teacher delegates to the Council helped to carry Mrs. Miller's ideas, enthusiasm, and undaunted courage to their local associations.

The first thing the Walker No. 6 association did was to explain the need of a music course and the benefits to be derived from one. Members of the school board were not easily interested. Only one, the director of a board whose wife happened to be president of the Parent-Teacher Association, appeared at a joint meeting to which the school boards of four districts, the music chairman of the county, and the Commissioner of Schools were invited. Undismayed, the members continued their efforts. Finally the board consented to hire a teacher, provided the majority attending the annual school meeting approved.

The problem shifted. Now it became a question of seeing to it that a majority of those attending the meeting did approve. Particular attention was paid to those interested in child welfare, because this neighborhood, like every other, holds many opposed to such measures.

The proposition carried favorably, and Walker No. 6 was the first group of four schools to employ a traveling music teacher.

Four benefits resulted, according to Mrs. George C. Allen: first, the children love the lessons. It is

recreation to them and they are heartbroken if they must be absent on the day the music teacher arrives. Second, the music changes the spirit of the homes; the children sing at home; their thoughts and actions are more blithe and rhythmic. Third, the educational curriculum is broadened. The children are taught the fundamentals of music in singing, reading notes, time, and rhythm. Fourth, there has been an increase in the number of children who study music with private teachers.

A Membership Project in California

Posters and slogans aided much last year in increasing the membership of the Andrew Jackson Parent-Teacher Association of San Francisco, Calif. Each grade made one poster on which the names of mothers, fathers, and friends were recorded as they joined. One poster, with the slogan, "Watch Us Rise," pictured balloons carrying the name of the one joining; "See Our Garden Grow" added a new flower to the pictured garden as each member joined; "Watch Us Shine," the contribution of the kindergarten grade, depicted castles through the windows of which stars shone in increasing number as the membership grew. The fifth grade poster represented a sheet of music with the first few notes—sixteen—representing the parents. The name of a parent was put on a note when that parent joined. A full membership was stimulated by the slogan "Finish the Song."

Program Planning in Colorado

"The course on The Educational Aspects of the Parent-Teacher Movement given at Greeley under Mr. H. A. Wood will have a far-reaching influence in the state. The credit given for this course was based particularly upon the submission by each student of a year's program. Many of these were very valuable and Mr. Wood received the permission of the class to give over to the state such programs as he approved. This promises to be a real source of help, since these programs are to be given out through the later issues of the state publication."—From the Message of the President, Mrs. J. Sherman Brown, in "The Colorado Parent-Teacher."

More About Asheville, North Carolina

As host of the Southern Conference for Music Education, I am greatly indebted to the Parent-
(Continued on page 152)

an end of the season EDITORIAL to PLAYGROUND DIRECTORS

We have seen the playground become a definite branch of our educational system; with the playground director of today a specialized and trained educator.

The playground director's responsibility is not alone the safety of the children; not alone that the children under his charge are kept interested; but that from the directed playground activities the children receive a training in group action that has definite value in future life.

It has been our privilege to be associated with the playground movement from its inception. It has been our privilege to work in close cooperation with playground directors for many years.

At the end of the playground season, the director's thoughts are on an improved and enlarged playground next season. The after season is the planning season for next year.

We offer to each playground director whatever help we can give. Our plan and engineering service will gladly make suggestions or will work out in detail any suggestion of the director. A careful study of our catalog will help in the selection of the most needed additional equipment. A copy of the new Medart Catalog of Playground Equipment sent on request.

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A MANUAL FOR PARENTS OF NORMAL CHILDREN

by

SMILEY BLANTON, B. S., M. D.

Director, Child Guidance Clinic, Minneapolis, Minnesota
Assistant Professor of Medicine, University of Minnesota
and

MARGARET GRAY BLANTON

Co-author of "Speech Training for Children," etc.

Child Guidance

A COMMON SENSE guide book in the art of bringing up children which should be in the hands of every parent. It is scientifically written in a pleasant and readable style free from tedious technical detail. In a simple and effective manner CHILD GUIDANCE charts the pathway to raising children simply and effectively.

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(Continued from page 150)

Teacher Association Council of Asheville who provided entertainment for the four hundred children who attended the conference.

Mrs. R. A. Little, the president of the Council, asked each of the thirteen parent-teacher association presidents to act as chairman of a committee representing her school. Every desirable home in the thirteen school districts was canvassed, and a notice was sent to the parents by the school children, telling of the conference and explaining the housing situation. The personal interview, however, secured the largest number of homes.

Several problems were connected with the housing of the children that complicated the matter. First, the fact that our new high school is far from any car line, and the responsibility of chaperoning the visiting children to and from the building, especially at night, caused many people to refuse to take any children. Some homes found it convenient to give meals only; others, rooms. As the association had promised to furnish rooms and two meals, breakfast and evening dinner, this caused further complications.

The children had received word by mail to report to the Travelers' Aid in the depot where they were met by a member of the association and escorted to the office of the city music director. Here they were registered, assigned to homes, given instructions as to rehearsals by the registration committee of the Council and then taken in autos to meet their hosts and hostesses.

The children arrived Monday morning and left Saturday morning. One of the most disturbing situations was caused by the fact that about thirty children arrived on Sunday. This should not have occurred. But, the children were here and our guests and we, of course, hurried around until all were taken care of.

There is no doubt in my mind that the greatest service rendered to the conference was this housing.

(Continued on page 154)



Mrs. E. H. Threadgill and a group of Day Nursery Children, of Miami, Florida. For two years Mrs. Threadgill, who is Vice-President of the Northside Parent-Teacher Association, has taken these children to and from school, as her contribution to education and the parent-teacher association. As their parents are employed all day, and the school is not within walking distance, these children would have been deprived of school advantages unless Mrs. Threadgill had taken them to school.



Identical . . .

*yet only one is
safe to use*

THESE two cups are exactly alike . . . to the naked eye. But what a difference the microscope might reveal!

One has been washed really clean. No germs to endanger health!

The other has been washed, too . . . but *not* washed really clean with suds and boiling water. It may contain invisible communicable disease.

Thorough dishwashing and thorough rinsing in water, boiling hot, are essential protective measures which should be practiced in homes, in restaurants, in soda fountains, in school lunch rooms . . . in fact, *every* place where people eat.

Teaching along these lines should, of course, be part of every progressive educational program. Is it part of the curriculum in *your* school?

CLEANLINESS INSTITUTE

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by teaching the value of Cleanliness*



45 EAST 17th ST., NEW YORK

(Continued from page 152)

ing of the four hundred visiting children by the parent-teacher associations.

Now that the conference is over I know the associations feel that their tremendous task has been well worth the effort and that they have accomplished a great deal for the advancement of music in the south.

FRANK C. BIDDLE, *Director of Music.*

Plans for Trained Leadership and Backyard Play Groups in Illinois

The Illinois Congress starts the work of the coming school year with three distinct provisions for securing trained leaders. It has registered its twenty-two District Directors for the National Correspondence Course,* paying the registration fees from the state treasury. It also offers to leaders of child study circles a correspondence course in Child Study Circle Leadership. This course was prepared by Dr. Jessie A. Charters of the Adult Education department of Ohio State University, and will be administered by the state chairman of Child Study, Mrs. Arthur Gill. Illinois also offers its local publicity chairmen a correspondence course in simple publicity methods, under direction of the state vice president in charge of publicity. In addition to the course, associations and publicity chairmen will be rated for cooperation in publicity work, for acquiring basic information and for accomplishing definite assignments. Lessons will appear in the state Bulletin; publicity chairmen registered with the state publicity department will receive additional lessons and assignments by mail. An increase in state dues from five cents a member to fifteen cents makes it possible to provide these courses for active district and local leaders.

* See September CHILD WELFARE, page 53.

In the Illinois state Bulletin for September, Mrs. J. Sharpless Fox describes the Backyard Play Group Plan in which the Illinois Congress and the Chicago Daily News have been cooperating. The objective is cooperation in play supervision by mothers of children who play together. Such a plan surrounds the child with good friends; it counteracts the disintegrating tendencies of modern life; it provides a substitute for the large family of the past.

Mrs. Carol Willis Hyatt, with the advice of Mrs. Frances M. Ford, has been acting for the Daily News. Mrs. Hyatt has a nine year old son of her own in a play group and is conversant with its advantages and problems. The Illinois Congress has been represented by a sub-committee of the state committee on Recreation with Mrs. Fox as its chairman. District and local chairmen have assisted in the campaign.

Effort has been made to avoid seeming to foist upon mothers a complete program to be followed. The first step was to find out what plans had been carried to success or failure—since one may learn from failures also. The next step was to help mothers start groups and to adapt their plans to special conditions.

Mrs. Hyatt has had a story every day in the

Daily News, describing some play group that has been in operation for some time or one just started. Since it has been found that disputes among children playing together are often due to a difference in opinion about the "rules of the game," Mrs. Hyatt prepared and printed each day the rules of a game universally used.

Interesting plans were discovered and less resourceful parents were made acquainted with simple methods. One suburban group of neighbors for years planned their children's play in common, a sand pile in one yard, a baseball diamond in another, tennis, golf, and motion pictures at other homes.

A landlord has fitted up an apartment backyard for his tenants' children and helps the mothers with their supervision. A fathers' club in one parent-teacher association has long been interested in the recreation of the boys. One mother succeeded in steering into excellent play the energy, daring, and venturesomeness of boys of the 'teen age and is an acknowledged pal of the neighborhood group.

One mother who did not know her neighbors decided to form a play group. She called on five mothers, and they arranged a series of parties for sixteen or twenty children.

To afford beginnings for play groups, as well as for their educational value, trips through many of Chicago's industrial plants are planned by Mrs. Hyatt. Any father or mother with a group of five or more children has been welcome. Hundreds have made the trips and have become interested in the possibility of supervised neighborhood play groups.

One Chicago member clipped Mrs. Hyatt's stories from the Daily News, sent them to friends in several states and has had word that those friends are spreading the movement in their home communities.

The very simplicity of the movement seemed to be a handicap at first. People did not quite comprehend that groups of parents of children who naturally associate with each other, by planning and sharing the responsibility of their children's play hours, could assure for those children the best sort of play and, at the same time, have for themselves unworried leisure.—For further information about the Illinois plans write to the Publicity Department, Illinois Congress of Parents and Teachers, 360 N. Michigan Ave., Chicago, Illinois.

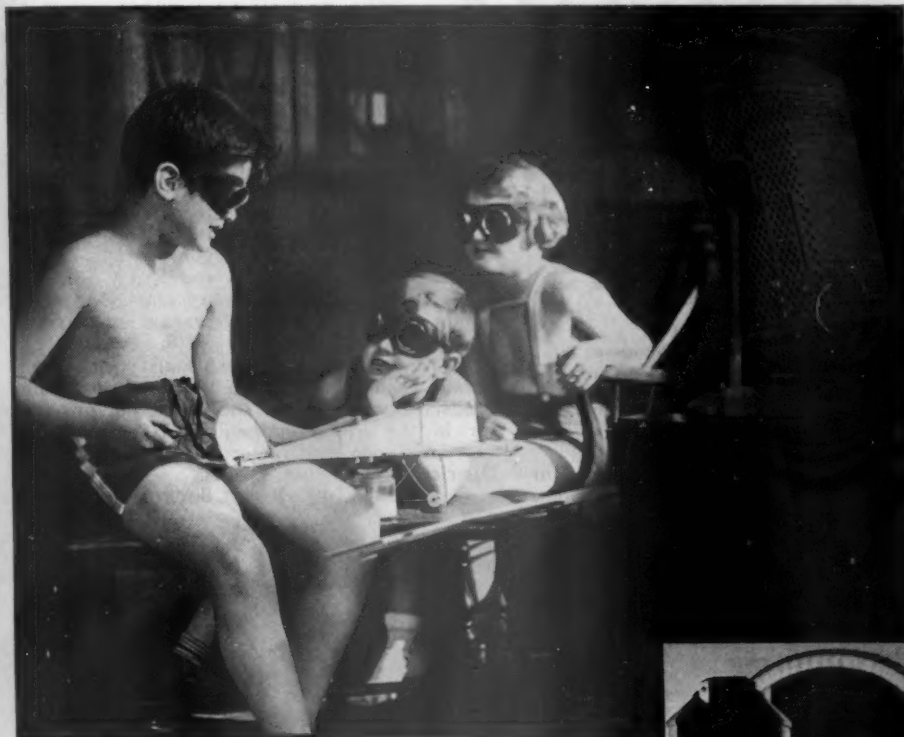
A Junior High School in the District of Columbia

One of the chief duties of a principal is to interpret to the community the policies of the Board of Education and administrative officers of the school system, and in turn, to interpret the needs and ambitions of the community to school officials. The parent-teacher association provides an excellent medium through which to perform this service.

It also provides an excellent opportunity for the principal to explain to the parents the technical organization of a junior high school, its testing program, its parallel curricula, its elective courses, its clinic classes, etc. At Powell Junior High School, the parent-teacher asso-

(Continued on page 156)

WILL YOUR CHILDREN SUFFER FROM **Sun Starvation** THIS WINTER?



Sun-heightened health—even in winter from the new Table Model

MANY winter ailments and colds in children are due to weakening of body resistance to disease. *In winter, sunshine is weak.* It is deficient in health rays. Government statistics prove that deaths and disease increase in the winter months.

Eveready Sunshine Lamps, just as sunshine does, build up body resistance to disease! They increase calcium metabolism, prevent rickets in children and make small bodies grow stronger—sturdier.

You will want one of these lamps for your children! You will find that Eveready Sunshine Lamps give them a new glow of health. Give them summer-time health! Go to the nearest Eveready Sunshine dealer today. Let him show you how simple and easy it is to operate one of these lamps—how easy it is to own one by using the Eveready Payment Plan. Only \$10 down for the New Table Model! Balance \$6.50 a month for only eight months! Priced \$59.50 to \$137.50.

A new film called "Sunshine," free from advertising and showing the benefits of sunshine, can be obtained on short notice from National Carbon Company for any meeting of Parent-Teacher Association or other gatherings.

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(Continued from page 154)

ciation holds every semester a series of teas for parents and teachers of the in-coming sections.

At these teas I try to interpret to the parents the ideals and objectives of the school. Choice of a curriculum is made in our junior high school at the beginning of the eighth grade. In preparation for this decision I invite all parents whose children are about to enter the eighth grade to the school for a group conference. I explain the curricula offered—point out the differences, show the logical outcome of each choice in terms of further schooling, and try to suggest a proper basis for choice. Again at the beginning of the ninth grade, pupils make some choice of subjects and I hold a similar meeting. The parent-teacher association sponsors both of these meetings.

In addition to promoting understanding and good will between school and community I find the parent-teacher association very helpful in carrying out the program of the school; it takes charge of school parties, sponsors school clubs such as the Girl Reserves and Red Cross, provides chaperonage for history classes on sight-seeing tours and in a dozen ways furthers the activities of the school.

I have not spoken of the usual service of the parent-teacher association, that of providing funds for supplies and equipment not provided for in the school budget. This service is a very real one for junior high schools in the District of Columbia.

BERTIE BACKUS, Principal.



A Parent-Teacher Booth, Tenth District, California

"I like Spinach

cooked
like
this!"



with the blandness of a vegetable's flavor without making it taste sweet.

The recipes starred on the menus will be sent gladly on request. They are unusual, and their flavors combine with the other flavors on the programs.

Send for the recipes. Try the Spinach in Bread Baskets for the little ones. They will

love it. Good food promotes good health. The Sugar Institute, 129 Front St., New York City.

A CHILD may be a regular little imp when she's well, but you wouldn't have her otherwise for the world. Keep her well-fed.

The menus given here are for dinners that delight children, please grown-ups, and may comprise the "family" servings.

Here, interesting things are done to fruits—to vegetables—with a little sugar.

A little sugar belongs in any program for well-balanced, well-flavored food. Sugar at breakfast with the cereals and fruits—at lunch and dinner with the fruits and desserts (sweet desserts lessen the desire to eat between meals). And always a dash of sugar counts in the preparation of vegetables, since the discovery has been made that a little sugar does away

Menus for children, grown-ups and guests

| | | |
|--------------------------------------|------------------------|-----------|
| Clear Onion Soup with Cheese | | |
| *Ham Baked in Grape Juice | | |
| *Spinach Baked in Bread Baskets | | |
| *Lemon Soufflé | Whipped Cream | |
| Milk | Coffee (for grown-ups) | |
| *Roast Beef with Apricots | | |
| *Green Peas in Potato Nests | | |
| *Carrot Cheese Muffins | | |
| Cup Custard | Cocoa | *Brownies |
| Baked Calf's or Beef's Liver | | |
| *Scalloped Sweet Potatoes and Apples | | |
| Lettuce Salad | Dressing | |
| Chocolate Mousse | *Macaroons | |
| Milk | Coffee (for grown-ups) | |

About Publications

PAMPHLETS are invaluable as an introduction to the rapidly increasing body of illuminating literature in the broad field of parent education. Because a pamphlet can be read in from five to thirty minutes, it often serves to start an interest in a subject when a book would remain unopened. Then we are all so busy these days that a brief, concise, illuminating treatment of a subject in which we are interested is welcomed. Years ago loan papers were widely circulated to meet this need which is now so fully met by the wealth of excellent pamphlets on every phase of child life. They may be obtained free of charge, or for a nominal cost.

A COLLECTION of pamphlets on a variety of subjects should be owned by all parent-teacher associations. They may be used in planning programs as the basis of single talks or of several short talks on different phases of a subject. Some pamphlets may be cut into sections and a different topic given to each of several individuals. Study groups find them invaluable for supplementary reading. Chairmen of standing committees have a fine opportunity to arouse interest in their special subjects by announcing pamphlets in an inviting way and offering to circulate them among the members. Attractive displays relating to one or several subjects may be arranged at meetings and at the local headquarters of the association. Covers of colored paper may be slipped on, with the title, cost, number of pamphlet, and name of association on the front cover. Several pamphlets may be punched and tied together with a cord or shoestring. Individual members should be encouraged to obtain for their own use those which prove to be of especial interest to them.

PAMPHLETS for PARENTS

By

FRANCES S. HAYS

Extension Secretary

THERE are so many excellent pamphlets available that it is difficult to select a few to announce on this page. A more complete list, or lists on special topics, may be obtained at the National Office. State and national cooperating agencies will gladly send lists from which a more extended selection may be made. A list of

state agencies and their publications may usually be obtained at the state office. The national cooperating agencies are given on page 109 of the national Handbook. When writing to any agency, request a list of publications for future reference.

Some of the pamphlets which will be found helpful are here listed:

"Habit Training for Children." 10c. National Committee on Mental Hygiene, 370 Seventh Ave., New York City.

"Points on Child Behavior." 10c. National Committee on Mental Hygiene, 370 Seventh Ave., New York City.

"Child Management." Single copies free. Children's Bureau, Washington, D. C.

"Public Dance Halls." Single copies free. Children's Bureau, Washington, D. C.

"Love in the Making." 10c. American Social Hygiene Association, 370 Seventh Ave., New York City.

"Training Youth for Parenthood." 10c. American Social Hygiene Association, 370 Seventh Ave., New York City.

"Child Questions and Their Answers." 10c. American Social Hygiene Association, 370 Seventh Ave., New York City.

"Is Your Child Ready for School?" 10c. Bureau of Education, Washington, D. C.

"Parent Education, 1926-1928." 5c. Bureau of Education, Washington, D. C.

"Education of Young Children Through Celebrating Their Successes." 5c. Bureau of Education, Washington, D. C.

"Bookshelf for Boys and Girls." 10c. Bowker & Co., New York City.

"So Is the Tree Inclined." Free. Metropolitan Life Insurance Co., New York City.

"Out of Babyhood into Childhood." Free. Metropolitan Life Insurance Co., New York City.

"Good Food Habits for Children." Free. Department of Agriculture, Washington, D. C.

"Beautifying the Farmstead." Single copies free. Department of Agriculture, Washington, D. C.

"Home Play." 15c. Playground and Recreation Association of America, 315 Fourth Ave., New York City.

"How to Equip a Playroom." 15c. Playground and Recreation Association of America, 315 Fourth Ave., New York City.

"Parents' Questions." 25c. Child Study Association of America, New York City.

"Why Do Parents Need Special Training?" 10c. Child Study Association of America, New York City.

"You Can Make It." 10c. United States Department of Commerce, Washington, D. C.

NOTE.—Suggestions, requests, or questions about publications will be welcomed by this department. We want to be of real service in informing parent-teacher workers about the unlimited supply of valuable material which is available to aid in solving every type of problem affecting the welfare of children.

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THE sensational new Victor combination instrument enables mother and teacher to join hands in capitalizing on the vivid musical medium of radio.

With the new Victor-Radio-Electrola and Orthophonic Victor Records the child can be prepared for the radio program before it is broadcast. The work of the music supervisor is extended—naturally—to the home. Important points are quickly made clear, instrumentation recognized, forms simply analyzed. Then the program is heard with this same compact instrument. *Participation* is real. After the concert, each selection can be reviewed as often as necessary.

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The Educational Department



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(The new, completely revised edition of the famous Victor text-book, "Music Appreciation for Children," is now ready.)



BY WINNIFRED KING RUGG

"I was hungry
Once, and took
For my need
A slice of book."
From "Scrapped Silver"
by Edna M. Snyder.

FROM all the publishing houses in the country books are pouring forth in order to be in time for Children's Book Week. Out of this multitude it is impossible to select more than a tiny fraction for our Book Shelf, but such as have been chosen will truly satisfy some of a child's hunger for the melody of words or for vistas beyond his own horizon.

If you do not succeed in getting them for Book Week, remember that Christmas is coming.

For Boys and Girls in the Early Teens

"The Treasure Valley," by L. Lamprey (New York: William Morrow & Co., \$2.50) is a well-written tale of the Third Crusade. With historical characters like Richard the Lion-Hearted and Philip of France are associated the fictitious but equally convincing figures of Roger, squire to Sir Walter Giffard, and the lovely Eleanor, Sir Walter's daughter. There is plenty of action, adventure, and picturesque background in this substantial romance.

"A Boy in Eirinn," by Padraic Colum (E. P. Dutton Co., \$2) comes in a new, enlarged edition. It is a story by an Irishman about a boy who grew up in the Ireland of the Land War. It is partly about the struggle of the Irish people for freedom, partly about their heritage of folklore, and it is written by a man who knows how to make magic with his words.

"Pioneer Heroes," by J. Walker McSpadden (New York: Thomas Y. Crowell, \$2) tells in a romantic fashion the story of several of the men who made the first settlements in many widely separated parts of our country. These "pioneer heroes" are La Salle, Oglethorpe, Sevier, Boone, Lewis and Clark, Iberville and Bienville, Fremont, Crockett, Zebulon Pike, Marcus Whitman, and Father Serra.

For Children from Ten to Twelve

"A Child's Story of Civilization," by Stephen King-Hall (Morrow, \$3) is an account of what has been happening in the world since anything at all began to happen. It is not simply a record of events, but of ideas, telling how they developed and what progress has been made in science, art, and humanitarian principles. Parents who read the book thoughtfully will see that on certain points of dispute Mr. King-Hall has had to accept one theory and adhere to it. His attitude will not be acceptable to fundamentalists, neither will it be so to those who are opposed to the imperial policy of Great Britain. The merit of the book is that it makes history interesting and gives children a time sense.

"The Chief of the Herd," by Dhan Gopal Mukerji (Dutton, \$2.50) gives the life-story of an elephant of the jungle, and centers in Sirdar who was chosen leader of the herd, both for his strength and for his sagacity. Dr. Mukerji is a native of India, a lover of animals and a writer of high distinction.

"The Pueblo Girl," by Cornelia James Cannon (Boston: Houghton Mifflin Co., \$2) is a companion book to "The Pueblo Boy," by the same author. Mrs. Cannon relates the experiences of Wapoh, little daughter of the pueblos, and Tyami, young hero of "The Pueblo Boy," nearly four hundred years ago when Coronado and his Conquistadores swept across New Mexico. Incidentally Mrs. Cannon has conveyed a great deal of information about life in the ancient cliff cities, as it has been reconstructed by the researches of archeologists.

For Little Children

"Elizabeth's Book," verses by L. G. Eady, pictures by Ethel Everett (Dutton, \$2.50) is made up of a series of verses which originally appeared in Punch. It is as English as can be, a little reminiscent of A. A. Milne and his rhymes about Christopher Robin, and it is illustrated with quaint, wind-blown drawings. It is right for a very small, very imaginative girl.

(Continued on page 162)



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(Continued from page 160)

"The Story of a Cat," translated from the French by Thomas Bailey Aldrich and illustrated with silhouettes by L. Hopkins (Houghton Mifflin, \$1.50) is an old book in a new binding. For two generations little children have enjoyed the story in English and long before that it was a favorite in France. The reason for its long life is that it is funny, both in text and illustrations, and funny books for children are none too common. Little children will need some help with the long words.

"Children of the Clouds," by Herschel Williams (New York: Thomas Nelson Sons, \$2) is a modern fairy tale that combines fact with fancy. If Mr. Williams were not a very good writer he could not make the combination acceptable. As it is, he has created a story that is both charming and instructive. Julius Pepp left his home to go mountain climbing, ascended into the Land of Fancy, found it not as perfect as he had imagined it would be, and chose to return to the real world and a real job.

"Things To Make Book," by John Martin (New York: Dodd, Mead & Co., \$1.50) is both book and toy. Inside a cover that shuts with a clever flap are pages of puzzles, cut-outs, things to fold, to color, to make and to do, with an envelope attached containing scissors, paste, brush and crayons. It is good to take on a journey, or for rainy or convalescent days.

"Stay-at-Home," by Mae Norton Morris (Crowell, \$1.50) is a good introduction to bird-study for young children. The descriptions of the appearance and habits of the birds that stay north through the winter are easily comprehended. Naturalists who object to having speaking parts assigned to birds or animals may take exception to Mrs. Morris's use of that device, but children, accustomed to the dramatizations of the school room and of their own games, will find it perfectly natural. Mrs. Morris was formerly a kindergarten teacher and now has three sons with whom she has used the material in her book.

Picture Book Travels

BY ELVIRA JONES

When I turn the pages
Of my favorite picture book,
I make believe I sail away
Into each picture nook.

I stop awhile in desert lands
To load the camel's back;
Or gaze upon the Sphinx's face
Beyond the sand blown track.

Another page and I am off
To lands of ice and snow.
Beside the igloo, round and white,
I find an Eskimo.

He's dressed in furs so snug and warm,
And smiles to have me near;
I think he'd like to have me stay,
If he could make me hear.

I sail around to China, Spain,
And into Timbuctoo,
And when I close my picture book,
I'm right back home with you!

While the library assistant was looking up a subject, little Jimmy undertook to pick out some murder stories for his big brother. These are the titles he chose: "Hangman's House," "Death Comes for the Archbishop," and "Thunder on the Left."—*Cleveland School Topics.*

State Conventions in November

New Jersey—November 6, 7, 8, Atlantic City. (Changed from October 29, 30, 31.)

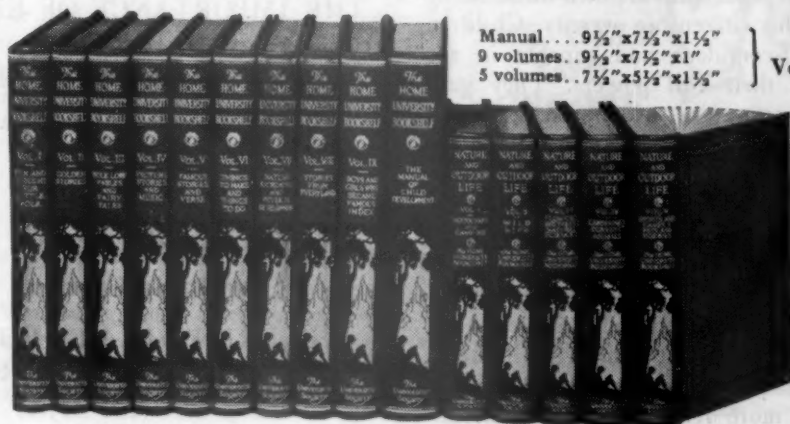
North Carolina—November 12, 13, 14, Hendersonville.

South Carolina—November 21, 22, 23, Rock Hill.

Texas—November 12, 13, 14, 15, Waco.

Virginia—November 27, 28, 29, Richmond.

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(Continued from page 135)

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Garry Cleveland Myers

THE DRIFTING HOME

E. R. Groves

Outline by Grace E. Crum

BULLETIN BOARD

There is to be a general election of officers of the National Congress of Parents and Teachers at the next annual convention to be held at Denver in May, 1930.

A nominating committee was elected by the national Board of Managers at a meeting following the Washington convention in May, 1929. This committee, whose duty it is to nominate a candidate for each office to be filled, is made up as follows:

Mrs. J. K. Pettengill, Michigan, Chairman.

Mrs. Jennie R. Nichols, Washington.

Mrs. A. A. Mendenhall, Minnesota.

Mrs. R. L. Cardiff, California.

Mrs. Noyes Darling Smith, Texas.

The committee will send a report to the corresponding secretary, Mrs. Harry Semones, who will send a copy to each member of the national Board of Managers at least sixty days before the Denver convention.

Voting delegates are not obliged to vote for nominees. Nominations may be made from the floor.

The nominating committee will also present to the Board of Managers nominations for the positions of Bureau Managers and Chairman of the Budget Committee. These positions are filled by the Board of Managers at the post-convention meeting.

What Others Say

The National Congress of Parents and Teachers has made its influence felt throughout the country, and there is every indication that its service to home and school will continue to expand. The field in which it acts holds limitless possibilities for service of the kind that will make the United States a nation of better educated, more tolerant and more homogeneous people.—*The Washington Post*.

I do not think that any movement is more fraught with good results for the educational program of the nation than the National Congress of Parents and Teachers. . . . As a matter of fact, there needs to be a more clear and working understanding between parents and teachers as to their respective responsibilities.—REV. S. PARKES CADMAN, D.D.

No greater movement in the field of education has been fostered during the last quarter of a century than the organization of parent-teacher associations.—*The National Education Association*.



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If you are on the committee to purchase books for your school library

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**"for heaven's sake
STAND UP
STRAIGHT!"**

"For centuries, irritated parents tired from the day's work or quailing at the prospect of it have been lying back in their favorite chairs and snarling at their offspring, for heaven's sake to stand up straight!"—writes Armitage Whitman, M. D., in his article "Proper Posture" appearing in November *HYGEIA*. "Proper Posture," written in Dr. Whitman's delightful, informal style, is a treat for all who enjoy straightforward facts about health problems, and is just one of many features in November *HYGEIA*, the Health Magazine of the American Medical Association.



HYGEIA The Health Magazine

With health occupying such an important place in Parent-Teacher work, a reliable source of health information is almost a necessity. *HYGEIA* performs just this service for you. Each month it brings a wealth of authentic health material, written in understandable, interesting style by recognized authorities, on vital health subjects: health in the school, foods, exercise, child care and training, prevention and treatment of diseases, exercise, etc. Parents and teachers find *HYGEIA* an invaluable aid in health teaching at home and at school. If you are not a *HYGEIA* subscriber you'll be interested in the special introductory offer—

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Congress Comments

Doctor Ray Lyman Wilbur, Secretary of the Interior, has invited Mrs. S. M. N. Marrs, President of the National Congress of Parents and Teachers, to accept a place on The Advisory Committee of Education which will undertake a study of the possibility of bringing together the education forces which are now in existence in the national government, under an assistant secretary or under secretary of one of the departments. Mrs. Marrs has accepted the appointment.

A limited number of reprints of an article entitled P. T. A. Plus, by Irma Weill, Los Angeles, California, are available at the National Office at ten cents a copy. This interesting article describes Dr. Paul L. Dengler's novel experiment in pupil-teacher-parent cooperation in Vienna.

The first issue of CHILD WELFARE appeared in November, 1906, just 23 years ago, under the editorship of Mrs. Frederic Schoff, who was then president of the Congress. Its name was *The National Congress of Mothers' Magazine*.

Mrs. S. M. N. Marrs and Dr. Edna Noble White, president of the National Council of Parent Education, were elected directors of the International Federation of Home and School.

Directors were appointed from the following countries not heretofore represented on the Board of the International Federation: Bulgaria, Holland, Roumania, and Sweden.

Miss Florence Ward, manager of the Bureau of Rural Life of the National Congress of Parents and Teachers, was elected chairman of the newly created committee on the Home.

Dr. W. Carson Ryan, Swarthmore, Pa., was elected treasurer of the Federation.

The following countries were represented at the Federation meeting: Austria, Belgium, Canada, Germany, England, Albania, Roumania, Hungary, India, Poland, Czechoslovakia, Switzerland, France, United States of America,

Armenia, Scotland, Japan, China, Holland, Ecuador, Australia, Greece, Tunis, Latvia, Chile, Panama, Bulgaria, Uruguay, Hawaii.

By invitation the Federation applied for membership in the International Institute of Intellectual Cooperation.

After the Geneva conference Mrs. Reeve, president, International Federation of Home and School, went to Elsinore, Denmark, where she served as chairman of the Parental Education Section of the World Conference of New Education.

Our Contributors

Angelo Patri is known to all teachers and parents for his many books on child training and his syndicated newspaper articles. He is principal of a public school in the Bronx, New York City, and lectures frequently.

Walter L. Brown is librarian of the Buffalo Public Library.

Birdie G. Lambright is Literature Appreciation Teacher at Wrightsell School, Little Rock, Arkansas.

Nell Bates Penland is the wife of a physician in Waycross, Georgia. She received A.B. and B.M. degrees from Wesleyan College for Women, Macon, Georgia. A teaching experience has proved invaluable in the care of her own small son.

Evelyn D. Cope is president of the Kansas City, Missouri, Council of Camp Fire girls, a director of the Citizens' League and state chairman of the Pre-School Committee of the Missouri branch of the Congress. Her Study Outline for Congress Pre-School Circles has been widely used. Mrs. Cope received her bachelor's degree at Teachers' College, Chicago, and is now working for a master's degree at the University of Kansas.

Sarah Byrd Askew is a member of the New Jersey Library Commission at Trenton, New Jersey, and National Chairman of the Committee on Children's Reading, National Congress of Parents and Teachers.

Form of Bequest

I hereby give and bequeath to the NATIONAL CONGRESS OF PARENTS AND TEACHERS, incorporated under the laws of the District of Columbia, the sum of

..... Dollars,
to be applied to the uses and purposes of said Corporation.

(Signed)

(Date)

How to Use This Issue

The up-to-date library is a great power. It supplements the efforts of home and school in introducing boys and girls to the best thought stored up in books. *The Classroom Library* (page 127) tells of the service of one city library to the city's children. To promote such a service is a worthy objective for parents and teachers.

There is a wealth of material, suggestive as well as practical, in *Programs and Outlines on Children's Reading* (page 116) for those who realize that the foundations of a good reading taste are laid in childhood. Parents can help teachers and librarians to develop in children a joy in the best books, by carrying out some of the plans suggested. There are enough to last a year.

Every one will be interested in Angelo Patri's feeling about *The Parent-Teacher Association* (page 115).

Health for Young America will be useful, not only to young mothers and fathers, but as an eye-opener for those who are unacquainted with the splendid work being done by the nutritionists of the American Red Cross. The service is readily available to parents, schools, and parent-teacher associations.

Things to do for *American Education Week* (page 137) are just the things which the Congress recommends for every school week in the year.

A strong point made in *Hygiene and Health—The Fifth Right of the Child*—is that every child should have a thorough grounding in elementary science. Read the article on page 121 and you will discover the increasing need for scientific training.

What to do with the small guests of our children, particularly if they are bad-mannered, is one of the problems which has been well met in *Our Children and Other People's Children* (page 141). Dr. Myers' series on *Our Children and Their Parents* may be read and studied with profit by every parent.

The Drifting Home (page 148), well outlined for study, also, is recommended to groups earnestly engaged in keeping the home up to high standards.

Successful associations pass on their ideas to others through *Out Among the Branches*. Look on page 150 if you want to know how some other group has done the thing you feel must be done in your town.

THE OAK LEAF CONTEST

Class standings as of September 30, 1929

| CLASS A | CLASS B | CLASS C | CLASS D |
|--------------|----------------|-------------------|----------------|
| California | Georgia | Florida | Hawaii |
| Illinois | Minnesota | Mississippi | Vermont |
| New York | Iowa | West Virginia | Arizona |
| New Jersey | Tennessee | Oklahoma | South Carolina |
| Michigan | Wisconsin | Alabama | Louisiana |
| Texas | Kansas | Massachusetts | Idaho |
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| Pennsylvania | Indiana | South Dakota | Utah |
| Colorado | North Dakota | Dist. of Columbia | Wyoming |
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| | Kentucky | Virginia | New Mexico |
| | Nebraska | Maryland | Alaska |
| | | | Delaware |

NOTE.—The branches are divided into four classes according to membership as follows:

CLASS A—All having over 50,000 members.

CLASS B—All having between 20,000 and 50,000 members.

CLASS C—All having between 7,500 and 20,000 members.

CLASS D—All having less than 7,500 members.

Above standings are based on subscription receipts from April 1, 1929, to September 30, 1929.

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